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Dossier DT117JJ

Girls still not given an equal chance

by Liz Heron

Boys still predominate in pure science exams and girls in arts subjects, especially languages, despite the Sex Discrimination Act.

Mr. Peter Newsum, the Inner London Education Authority's education officer, told a conference last week that he was aware the ILEA had not done a great deal. "In some schools we are not providing facilities to enable girls to compete effectively."

About 200 representatives from every sector of education attended the conference on Equal Opportunities at County Hall.

Ms. Harriet Harman, of the National Council for Civil Liberties

and editor of a guide to sex discrimination in education, said: "It is like pollen in the air." She argued for a policy of "affirmative action".

"It is not enough to open a door marked physics and a door marked domestic science and call it a free choice when so many other things influence that choice. Nor is it a question of educating people according to our assumptions about what they want, but according to their potential."

This point was echoed by Mrs. Valerie Jenkins, head of Haverstock School, North London, who urged the need for a more dynamic approach towards materials and methods - integrated science

courses, more creative design and technology courses. "I know this goes against current educational policy, but it is broad education that is necessary not education that is employment orientated."

The careers service, far from making a positive contribution, continued to encourage traditional roles and perpetuate stereotypes.

The conference agreed that test cases were needed. So far, it was said, the Act had not been used in education, other than in argument. One of the problems was that the legislation waited for the individual to go through the machinery of the courts: a daunting and expensive prospect for parents.

Reports from group discussions emphasized the necessity for increased co-operation and nursery provision. Many speakers believed the ILEA should appoint an inspector to implement the report of the Standing Committee for Careers Opportunities for Women and Girls, published in 1975. A list of good practices should be drawn up.

Condemnation of stereotyping in primary reading materials was unanimous; primary teachers could be involved in monitoring new reading schemes.

Other proposals included job-sharing, more in-service courses for teachers and more skill-rater courses for pupils.

More teachers from minority groups urged for cities

"Disastrous" planning policies in inner cities may make it impossible to maintain an education service, according to Mr. Eric Robinson, principal of Bradford College.

Priority will have to be given to training mature, student teachers from inner city communities if the education service is to have any success in urban schools, he said last week.

Schools could not pretend they could solve "massive social problems", but they could become more responsive to and reflective of local communities so that they became genuine community centres.

Mr. Robinson, who was speaking at a Lincolnshire conference on preparation for teaching in urban areas organized by the Centre for

Information and Advice on Educational Disadvantage, said a significant number of such teachers should come from ethnic minority communities.

Mr. Ken Millis, director of Edge Hill College, emphasized the value of preparing young students for urban education through community placements. Such placements, he said, could help to give students the resilience to cope with stress and would also allow for mutual contact—a process which should help overcome the dangers of students being seen as intruders in the local community.

A working party set up by the conference is to press for more attention to be given to the special preparation of teachers for urban schools.

Young Tories back 16-plus

Any future Tory government should support the merger of O levels and CSE, announced last month, according to Mr. Dennis Ayrton, vice-chairman of the Young Conservatives.

"An overhaul of the present dual examination system is overdue," he said last week. "It reflects the circumstances of the past and not the needs of the future."

But the new exam boards to be created must not be teacher dominated and the Schools Council must not be the central coordinating body. Both needed to be broadly based, and the new exam must be acceptable to employers.

The Welsh Secondary Schools

Association has also welcomed the Government's decision to back the new common exam system.

"Schools will be spared much of the anxiety inseparable from making early choices between two 'streams'," it says in response to the White Paper.

The Welsh board would be much smaller than any of the English regional boards. This would mean serious limitations on the subjects and modes offered. To counteract this the Welsh board would set up within the new Welsh board a "commodore" committee to arrange for suitable arrangements with other suitable boards.

SPECIAL ANNOUNCEMENTS

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The dances will range from traditional to the Top Authors in Further Education (including children from 10 to 12 years). Come for teaching tips or for personal pleasure. Details from Miss J. A. Parnham, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, 432, 434, 436, 438, 440, 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, 470, 472, 474, 476, 478, 480, 482, 484, 486, 488, 490, 492, 494, 496, 498, 500, 502, 504, 506, 508, 510, 512, 514, 516, 518, 520, 522, 524, 526, 528, 530, 532, 534, 536, 538, 540, 542, 544, 546, 548, 550, 552, 554, 556, 558, 560, 562, 564, 566, 568, 570, 572, 574, 576, 578, 580, 582, 584, 586, 588, 590, 592, 594, 596, 598, 600, 602, 604, 606, 608, 610, 612, 614, 616, 618, 620, 622, 624, 626, 628, 630, 632, 634, 636, 638, 640, 642, 644, 646, 648, 650, 652, 654, 656, 658, 660, 662, 664, 666, 668, 670, 672, 674, 676, 678, 680, 682, 684, 686, 688, 690, 692, 694, 696, 698, 700, 702, 704, 706, 708, 710, 712, 714, 716, 718, 720, 722, 724, 726, 728, 730, 732, 734, 736, 738, 740, 742, 744, 746, 748, 750, 752, 754, 756, 758, 760, 762, 764, 766, 768, 770, 772, 774, 776, 778, 780, 782, 784, 786, 788, 790, 792, 794, 796, 798, 800, 802, 804, 806, 808, 810, 812, 814, 816, 818, 820, 822, 824, 826, 828, 830, 832, 834, 836, 838, 840, 842, 844, 846, 848, 850, 852, 854, 856, 858, 860, 862, 864, 866, 868, 870, 872, 874, 876, 878, 880, 882, 884, 886, 888, 890, 892, 894, 896, 898, 900, 902, 904, 906, 908, 910, 912, 914, 916, 918, 920, 922, 924, 926, 928, 930, 932, 934, 936, 938, 940, 942, 944, 946, 948, 950, 952, 954, 956, 958, 960, 962, 964, 966, 968, 970, 972, 974, 976, 978, 980, 982, 984, 986, 988, 990, 992, 994, 996, 998, 1000.

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Specialism a 'must' for primaries

by Bob Doe

Primary teachers need more time to develop special skills, says Mr. Norman Thomas, HMI Chief Inspector for Primary Schools.

Mr. Thomas told a conference last week in Birmingham on the HMI survey of primary schools. It was important to allow teachers to develop special talents in primary schools, he said, because of the influence of such teachers on the rest of the school.

The secondary system of specialism was not suitable, but more "subtle and pragmatic" was needed in which certain teachers were able to develop their own expertise. "They would then support the teaching of their colleagues. It is not possible for teachers to be good at everything," Mr. Thomas said.

Reducing class size was not the only way of improving teacher performance. It was possible that the HMI survey, *Primary Education in England*, seemed to indicate no difference in the performance of large and small classes because where there were larger classes subject specialists had more spare time.

The conference was organized by the National Association of Schoolmasters/Union of Women Teachers, which is campaigning for primary teachers to be allowed 10 per cent of their time for preparation work.

Mr. Terry Casey, the union's general secretary, said this did not mean an increase of "elaborate" teachers. There were already too many of these in comprehensive schools.

Mr. Casey favours much more specialized teaching in primary schools along secondary school lines. In the latest issue of *Schoolmaster*, the journal of the NAS/UTW, he says: "Swap a Subject" must be a slogan of primary staff rooms.

The teacher of handicapped children at Normansfield Hospital was the only person praised in the recent damning report

Lone fight with hospital nightmare

The one person to come out of the inquiry into Normansfield Hospital for the mentally handicapped not only unscathed but with the plaudits of the inquiry team was the teacher in charge of the hospital school, Mrs. Priscilla Mills.



She alone stood up to what the Sarratt report described as the "abuse, neglect and tyrannical control" of the hospital. Mrs. Mills, a former schoolmaster, Dr. Terence Lawlor, which resulted in patients at the Teddington, Middlesex hospital living in filthy conditions, deprived of stimulation and subjected to unethical medical practices.

It also resulted in disrupted education for the children in the school, the abandoning of any effort to start a parents' group, the curbing of local trips to shops or places of interest, and the children deprived of milk or orange juice at school because of Dr. Lawlor's insistence that they follow a "medically approved diet".

Throughout all this and the constant leading up to a strike by hospital staff in 1976, Mrs. Mills fought back. "We applaud the single-minded attempt of the teacher in charge of the school to do her job," the report said.

"She taught Dr. Lawlor with tact and determination, and, retired, continued from the scene only when she had won for the children the rights to which they were entitled."

The relationship between the school (which was local authority-run) and the hospital was "neither smooth nor happy". The children varied from 14 to 19—were profoundly handicapped, frequently physically as well as mentally.

A few months after it opened in September, 1971, there was a clash between Dr. Lawlor, who wanted to withhold "confidential" information about children, and Mrs. Mills, who was reduced to glancing at the children's "slowly, piecemeal and almost surreptitiously" from staff and parents.

What the report called Dr. Lawlor's "restrictive and possessive attitude to case notes" meant the school did not have information about its own pupils.

There was acrimonious debate over the "legal responsibility" for children at the school. Mrs. Mills, reprimanded for taking two patients a short distance to local shops, apologized and next time sought permission. She did not get it. Dr. Lawlor insisted that the responsibility for the children was entirely his.

Dr. Lawlor became "very very angry". He insisted on complete control over the children's diet so he could carry out "tests". The children had their school milk or orange juice stopped and the teachers were prevented from helping feed them.

In October, 1974, the school moved to a unit a quarter of a mile away. Although the education authority was willing to provide lunches which met dietary requirements, Dr. Lawlor insisted the children return to the wards for lunch so they could be fed by trained nurses.

Mrs. Mills described the result: "We had never fewer than seven children in wheelchairs. The only solution I could think of was that we took half the children in the morning and half in the afternoon. In that way the nurses (teachers still not being allowed on the wards) then only had to bring over seven or eight children."

However, this meant they had only two hours of schooling (each day) for one whole year.

It took an incredible four years for Dr. Lawlor to accept that the medical responsibility for the children at the school was not his. In that time the children's education had been disrupted—at one point Dr. Lawlor closed the school for several weeks by turning off the heating "because of the fuel crisis"—and their well-being had been jeopardized by enforced non-communication between teachers and nurses and a rigid and jealously guarded demarcation of duties.

One reason for the suppression of the figures, Mr. Hencke suggests, may have been disagreement between the DES and the committee on the role of colleges of education in the higher education system. The committee's solution to the construction of numbers in teacher training was to develop the colleges as a powerful third sector in higher education with the introduction of the Diploma in Higher Education as

one of the instruments. By contrast, the DES favoured merging them with larger institutions or even closure.

Publishing figures would have strengthened the committee's case, says Mr. Hencke.

He does not, however, point out that while official forecasts in 1970 spoke of the need for large reductions in student numbers, the birth rate, which showed a steadily downward curve through the 1960s and 1970s, actually levelled out for that year. When the James Committee began meeting in the following year could not they, or anybody else, for that matter, be excused for thinking that perhaps the problem would never realize itself on the scale envisaged?

The full scale can only be seen from 1978. After remarking that teacher education in the late 1960s doubled then tripled in size in seven years, Mr. Hencke comments: "During the last six years its decline has more than matched its earlier expansion, and by 1981 virtually the entire expansion programme will have been wiped out."

Some 50 institutions will have been closed with large-scale reorganization among others. While acknowledging the problems have been huge and complicated, Mr. Hencke's judgment on the approach is withering: "Even after five years of upheaval, the confusion which has dogged teacher education since its birth in 1798 has not been removed. Teacher training lacks academic credibility. Its planning procedures are crude and primitive. There is no political will nor administrative machinery committed to debating or understanding these problems."

Colleges in Crisis. Penguin, 95p.

Secrets Act 'used to suppress facts on teacher unemployment'

by Bert Lodge

The Official Secrets Act was used by the Government to prevent the James Committee on teacher training from revealing, as far back as 1971, that teacher unemployment was inevitable, suggests Mr. David Hencke in a book published yesterday.

Mr. Hencke, a journalist on *The Guardian* and formerly on *The Times Higher Education Supplement*, says the committee was given figures showing a need for cuts in teacher education and was prepared to publish them. But the Department of Education and Science offered to publish them separately thus relieving the committee of "such a controversial responsibility". In fact the DES held back publication.

"What appears to have happened is that the department decided to publish them on their own, then thought best of it, and finally, after some very highly placed people in education had knowledge of them, used the Official Secrets Act, which every James committee member had to sign, to prevent them talking about it until the department were ready. Whatever arguments were used, they were effective."

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Protest over sixth-form grant limits

The Government was this week criticized for its failure to help parents who face financial hardship in sending their children to school.

Scaled-down proposals for education maintenance allowances were "disappointing", said the Child Poverty Action Group. Parents were struggling to meet the cost of keeping a child at school over 16. They were having to pay increased charges for travel, uniforms and other essential clothing as well as extras like school outings and cookery ingredients.

Uniforms were a major problem. A recent survey by the group in Leicestershire showed that schools were requiring uniforms costing as much as £70 for an 11-year-old.

The group wants an adequate maintenance grant—at least £7 a week—to be paid to children who stay on at school after 16, free school transport and adequate clothing grants.

It is collecting examples of hardship caused by the cost of education. They should be sent to CPAG, 1 Macklin Street, London WC2.

Singing students gave Mrs. Shirley Williams, the Education Secretary, an early Christmas present when they sang outside her department headquarters near Waterloo station.

To the tune of *Away in a Manger* and then *Good King Wenceslas*, the students, led by Trevor Phillips, president of the National Union of Students, delivered a 6 ft by 4 ft letter to her private secretary, Mr. Philip Hunter.

It contained a protest against the Government's decision not to accept her proposal for a full grant scheme for all students from 16 to 18. Outside the building the 50 students were chanting and singing. But Mrs. Hunter stopped it and refused to let them in.

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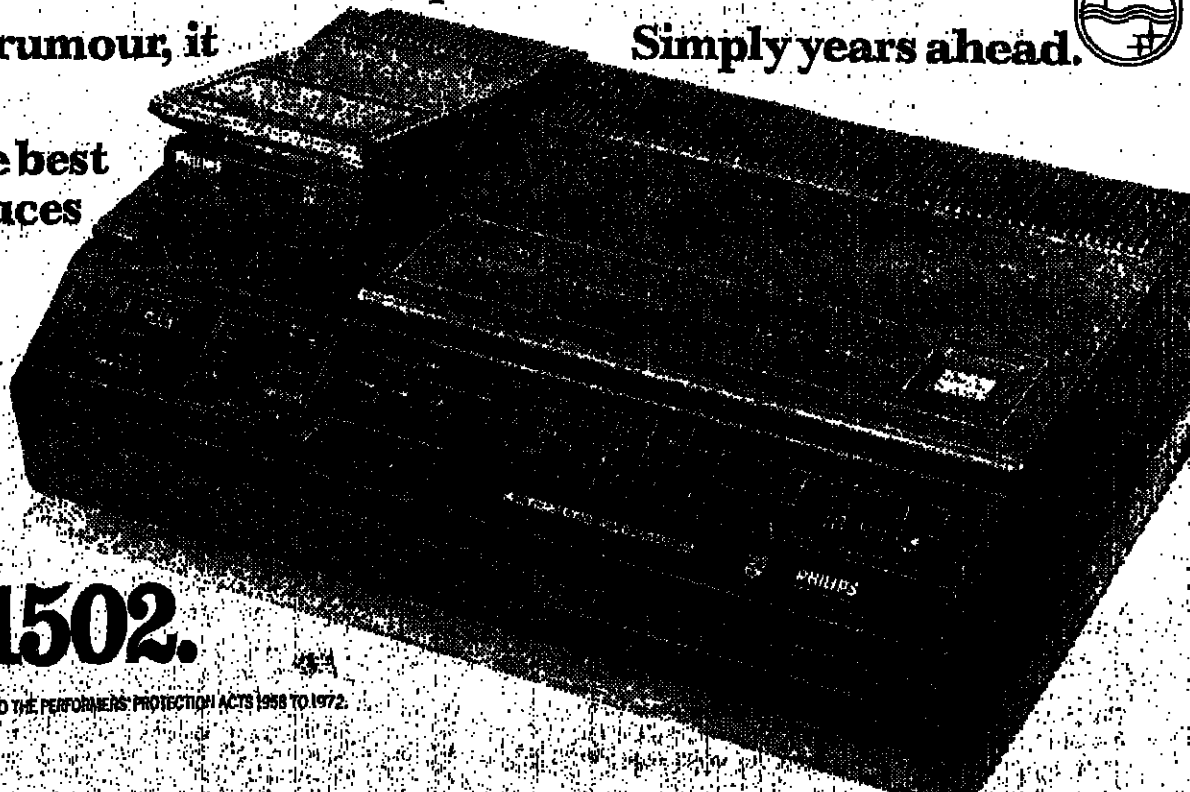
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Tecwyn Ellis, education director: compulsion is "morally justified."

Two towns in north west Wales are now the focus of the bloodiest yet confrontation between those who believe the compulsory study of Welsh has gone too far, and those who believe it has not gone far enough. Adam Hopkins reports from the front line

Beware, Welsh war zone

Heated exchanges, turning on such questions as the rights of minorities and the balance to be struck between the needs of the community and the wishes of individuals, have broken out in two towns in north west Wales.

The trouble springs from attempts by Gwynedd, the local education authority, to make Welsh a compulsory subject at O level and CSE for children from English-speaking families.

In one town, the largely English-speaking resort of Llandudno, the governors of the local comprehensive school have rejected the authority's demand, though by a narrow majority, thus raising the possibility of a legal confrontation with the I.E.A. over who has the ultimate power to determine the curriculum.

The authority, meanwhile, has come under equally bitter criticism from Welsh language enthusiasts for not going fast enough or far enough in efforts to preserve the language and extend its use.

According to Mr Cyril Hughes, Gwynedd's senior adviser on bilingual education, 50 per cent of children of statutory school age are native Welsh speakers. Another 11 per cent are fluent though English is their mother-tongue. This makes it, in linguistic terms, the most Welsh area of Wales.

Nationalists, and enthusiasts for the language generally, believe that it is here, if anywhere, that the alarming decline of Welsh can be arrested, and even, perhaps, reversed.

The most passionate of them want to establish Welsh, not English as the lingua franca, and the county to advocate almost any step to achieve this end, believing speed to be essential if the language is to be saved.

The I.E.A. for its part, has been pledged since 1975 to do its best to make all schoolchildren fluent in both English and Welsh. But the county's official statement on the subject, *Bilingual Education*, says Gwynedd speaks only of a "gradual but definite development in this direction". For this, it says, there is public support.

The essence of the present trouble is that, while gradualism is anathema to the most fervid of the Welsh enthusiasts, the county's attempt to extend its policy just a little further into English-speaking areas where Welsh is already and uncontroversially compulsory up to the third year of secondary school—

has broken the bounds of public tolerance.

To an outsider, the extension from three years of Welsh to five, may seem to be no great matter, but the reduction of choice in exam subjects combined with allegations of failure to consult parental wishes, has provoked white-hot anger and even cries of "Hitlerism".

In both Llandudno and the university town of Bangor, the other centre of the dispute, the county's insistence on Welsh as a compulsory exam subject has accompanied re-organization of the local schools along linguistic lines.

Until this summer, English and Welsh speakers were educated together in both towns. Most arts subjects were available through the medium of Welsh as well as in English.

But Welsh parents wanted schools more purely Welsh in atmosphere. As a result, the comprehensive in Bangor has been divided into two.

One of the resulting schools is now mainly for children from English-speaking homes; in the other half, as many subjects as possible are taught in Welsh. In Llandudno a new Welsh school is shortly to be built.

While making these arrangements, which appeared to some people to be potentially divisive and likely to produce a Welsh-speaking elite, Gwynedd decided to take one step further towards the declared policy of bilingualism by introducing five years of compulsory Welsh for everybody in the English-medium schools.

At Bangor, the school seems to have already begun to spread with which this happened. Parents first heard of the extension of compulsory Welsh in November last year. According to Mr Tecwyn Ellis, director of education, nobody objected then. According to Mr Ellis Williams, now head of the English-language school, only six parents objected when pupils' subjects for the exam years were finally decided this spring.

But some time during the summer, parents began to realize that in school where only eight exam subjects were—and this—allowed, quite a number of pupils had had to abandon subjects they would otherwise have been keen to do.

The result was the formation of a parents' group, Parents for Optional Welsh, led by Mr William Tydemman, a senior lecturer in the English department at the university.

One of the first steps was a letter to the parents of the 182 fourth-year pupils currently involved. This yielded 93 replies. Of these, 59 said that children were studying Welsh against their will and against parental preference. Subjects which had had to be dropped included history, art, geography, Latin, music, scripture and computer studies.

The prize example was a boy who got 78 per cent in history in the school's June exams and 12 per cent in Welsh. Because of timetabling difficulties he has now been constrained to drop history in favour of Welsh.

Mr Tydemman and the group decided to come out fighting and have already caused quite a stir in Bangor. But they insist that the movement is in no way anti-Welsh. "Anything that smacks of anti-English or anti-Welsh feeling could be dangerous," says Mr Tydemman. "We appreciate that if you live in a bilingual area you should do some Welsh. We fully accept the principle of Welsh up to the third year."

Local authorities are acting within their powers if they force children to go to a neighbourhood school and they are not bound to accept parents' wishes to send them to a Welsh language school, further away.

The ruling was given in a letter from Mr Barry Jones, Under Secretary of State at the Welsh Office, to Mr Gwynfor Evans, who had asked him to intervene in a row between parents and Dyfed County Council.

Students must have at least two years professional experience and will normally have successfully pursued Honours level studies in Education or cognate areas.

Further particulars and application forms may be obtained from the Registrar, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ.



William Tydemman, campaign leader: "What we cannot accept is a compulsory exam subject along with English and maths."

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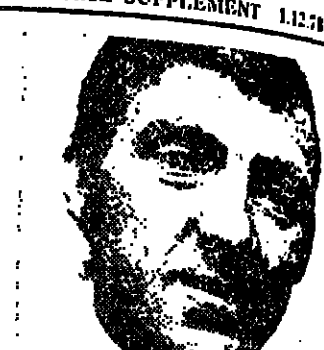
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Alun Barma, bilingual councillor: "Litigation is a likely outcome."

called a meeting of parents. Those who were present claim that not a single parent spoke in favour of the compulsory study of Welsh.

According to Alun Barma, the bilingual-county councillor and school governor who is leading the protest, litigation is a likely outcome. One of the main arguments of the majority among the governors will be that to insist on an extra language for children of average or below average ability may be contrary to the requirement of the 1944 Act that education should be in accordance with the age, ability and, particularly, the aptitude of children.

Though Mr Barma and a number of his fellow-governors are Conservative, or Conservative-leaning, he has been strenuously making it clear that all the politics is on the other side.

Meanwhile, Mr Barma is not at all happy. He repeats, with approval, another county councillor's statement that the course of events "smacks of Hitlerism". "I don't know what will happen next," he says. "It's frightening."

He said a group of like-minded people, some of whom were teachers but would not give their names, allegedly for fear of persecution, told him of anonymous and abusive telephone calls late at night. Mr Barma said his car had been damaged.

Back in the education department at Caernarfon, Mr Tecwyn Ellis, the director, says he will not climb down. He is wary now of a reaction which might lead to the *pool Daily Post*. "Aims to preserve and foster Welsh must be placed above the success of the individual," he claims. He was merely responding to the Bangor protesters' warning of individual success at whatever expense to the community.

At the same time, he insists, with conviction, that "a bilingual society has a duty to enable its school pupils to have an understanding of the two cultures that exist side by side."

Does this mean, then, that compulsion to learn Welsh is morally justified? "Yes," replied Mr Ellis firmly. "English and Welsh are compulsory, and in a bilingual society it is right to make Welsh compulsory so far as children are able to learn it."

The only concession so far has been to allow Welsh studies as an option for those in academic difficulty or for new arrivals from England. But this has pleased nobody. English-speaking activists still resent the element of compulsion; and the idea of Welsh studies has been denounced by the Welsh-speaking faction as "the first nail in the coffin of the bilingual policy."

At a four-and-a-half hour schools sub-committee meeting this month it was resolved that Welsh studies should in any event include a 50 per cent language component.

And so the wrangle continues, even though Mr Hughes, the county's bilingual education adviser, and one of the few people well respected by both sides, insists that the aim of the policy is to unify and not divide.

Mr Gwynfor Evans attacked the decision for putting Welsh children in an unfavourable position.

Other groups like Catholics have the right to send their children to the nearest Catholic school, and the local authority meets the cost of transporting them," he said.

"I don't object to this at all. I think it is right that parents should have the power to make the choice of the school. The same must apply to the choice of language in which the child will be educated."

School to work

Head's vision of a bridge over troubled waters

Teachers have now managed to brush aside much of the criticism made in the Great Debate, or turned it against others such as the Government and employers. But this week a head urged them to come off the defensive and admit that they need to learn a lot themselves.

The mystique of the British sixth form and the isolation of the teaching profession are blamed by Mr Robert M. Glover, principal of Penrhos community college, for the continuing failure of schools to build a bridge to the world of work.

Mr Glover told a conference of the London and Home Counties Regional Advisory Council for Technological Education that most teachers lacked the training or experience to put right many of the defects criticized in the Green Paper, even if they had the necessary public support, money, and buildings.

While there was no evidence of a decline in literacy and numeracy, teachers had so far failed to meet the current demand that almost all leavers should have a high standard in both. A qualification below O level grade C English that would give something to employers and an entry to further education was needed, but to improve basic skills for the less gifted would mean much higher staffing ratios.

Teaching English in groups of about 12 in his own school would mean eight new classrooms, at least more teachers at a cost of £20,000 a year. For the school's 150 pupils there were eight teachers of French and German, but only two for engineering and metalwork, and because there were only two workshops there was no prospect of selling more.

Less than half the 14-15-year-olds who wanted courses in metalwork or in home economics could be placed. Although pupils, staff, parents, governors, and the local authority all knew of the problem, nobody could do anything.

Pressure from employers and further education principals for schools to make courses relevant was increased and constructive. There was no master pressure for schools to re-organise with the world, crafts and corporal punishment.

Many teachers—members of a "peculiarly remote profession"—were not well equipped by training or experience to bring their curriculum close to the world outside.

An indication of the part up to teachers for the world, crafts and corporal punishment.

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Above: This is a scene from *Apaches*. Below: This is a scene from *Building Sites Bite*.



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United States

More teachers get a place of their own

from Clive Cookson

WASHINGTON

This autumn the United States Government has been distributing its first grants to set up teacher centres.

The idea of the teacher centre—a place for teachers to exchange ideas and experiences among themselves and with educational experts from outside—has of course been around for many years. Hundreds of such centres have been established in the United States with non-federal funds, many by state and local education agencies and by colleges and universities. (No one has a precise figure for the number of centres in existence, because there is no general agreement about what constitutes a teacher centre.)

Several years lobbying by the two big teacher unions, the National Educational Association (NEA) and the American Federation of Teachers (AFT), for a National Teacher Centre Programme, paid off when Congress passed the necessary legislation in 1976. The programme was funded for the first time in 1978, with an appropriation of \$8.25m. Congress voted \$12.65m for teacher centres in 1979—\$2.4m more than President Carter's budget request.

About 500 applications for grants flooded into Washington this year, after screening at the state level by review teams that included representatives of the teacher unions, local education agencies and higher education. But the \$8.25m available for 1978 was sufficient to fund only 60 proposals. The 1979 appropriation of \$12.65m should allow the number of federally supported centres to rise to about 90 next year.

Although the formal recipients of these grants are either school districts (55 per cent) or institutions of higher education (five), the whole point of the new centres is that they should be run by active classroom teachers for their own benefit.

The unions lobbied hard and successfully to have teacher-control written into the regulations for the new centres. As Steve Stephens, president of the Louisiana Teachers Association, put it: "We believe that all possible control of teacher centres should be in the hands of local classroom teachers, rather than the hands of local superintendents, local school boards, state superintendents, college professors, or local or state politicians."

An official at the United States Office of Education, which coordinates the National Teacher Centre Programme, said a big effort was made to fund only those centres that would lead to teacher-controlled centres. "There may be one or two cases where the centre is dominated by the administrators or the university," he conceded, "but each panel of reviewers had a majority of teachers and they say they were very quick to seize on any proposals that looked like a sham."

The regulations also require that teachers constitute a majority on the policy board that controls each centre. In districts where unions have won collective bargaining rights, these teacher representatives may be nominated by the local bargaining agent. The overall influence of the AFT and NEA on the National Teacher Centre Programme is very strong, a fact that worries people who are suspicious of unions in general, or who complain that the centralized teaching profession is too powerful.

Some critics of the centres in America can public education. For their part, the unions say the new programme is the first to give teachers the opportunity to shape their own in-service training programmes, which have until now been dominated by school administrators and university departments of education.

Teacher training colleges (now more commonly known as schools of education) are understandably worried about the influence of the teacher unions, which they see as a potential threat to their traditional role. David L. Smith, director of government relations for the American Association of Colleges for Teacher Education, says: "The teacher unions are a very powerful force in the education system."

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THE TIMES EDUCATIONAL SUPPLEMENT 1127

West Germany

Vocational colleges fill a gap

by David Dungworth

The Federal Ministry for Education and Science has been reviewing the progress of the Fachhochschulen (colleges of advanced vocational education) 10 years after they were set up. They were intended to fill a gap left by the universities in providing practical and professionally oriented training at an advanced level. They now offer a wide range of courses preparing students for senior technical and managerial posts. Under the 1975 Framework Law for Institutions of Higher Education the status of the Fachhochschulen was raised to that of universities and other tertiary institutions.

The proposal for a New York City teacher centre, which won the biggest single grant in this year's contest (\$470,000), was put together by the United Federation of Teachers (UFT), the New York arm of the AFT. The salary of the centre's director Myrna Cooper will be paid by the UFT.

"They managed to get all 31 institutions of higher education, all the school districts in the city, and the city board of education to go along with the proposal," said the UFT official. "It's something of a miracle—and an indication of the political power of the UFT in New York."

The New York centre will have eight branches in elementary and secondary schools. They will be visited by "master teachers" (chosen with the help of the educational testing service) and by academics from the city's colleges and universities.

A few of the 60 centres funded this year are based on existing enterprises, but most of them will be entirely new ventures. The government has deliberately avoided laying down rigid guidelines for the way they work, and is encouraging variety, so that, as the NEA puts it, "A teacher centre can be whatever teachers want it to be."

Some of the centres are associated with colleges and universities which will provide educational experts to help the teachers improve their classroom methods and experiment with new curricula. But Albert Shanker, AFT president, says that the centres are a place where teachers can share and discuss their problems in a "non-threatening" environment.

He told the first national teacher centre conference, held in Washington recently, that "teachers say college didn't prepare them to teach—it did not provide them with the necessary practical part of teacher training." They do not want to bring their problems to their school heads and administrators, Mr. Shanker said, because they feel their careers will be endangered.

The New York centre already knows from a survey of the city's teachers that the problem they need most help with is teaching basic skills, especially reading.

The proportion of vocational college students who come from working class families is 28 per cent, against 13 per cent of university students. For the children of the poor, the pattern is reversed: they comprise 24.7 per cent of the university population but only 13 per cent of the students at Fachhochschulen.

THE TIMES EDUCATIONAL SUPPLEMENT 1128

Australia

Targets exceeded, Minister claims

from John Kirkaldy

SYDNEY
In his most detailed defence of his role as Minister for Education, Senator John Carrick has claimed that Australia has made "very substantial progress in all sectors of education". In a document outlined in a speech in education since 1976 he claims:

Government schools in all states have achieved levels of physical resources set as targets, substantially ahead of the times set by the Commonwealth and the Schools Commission and the Schools Commission.

Non-government schools have made significant progress, although not all have lower levels of resources available to them than government schools.

The number of specific purpose programmes for disadvantaged groups, for example, migrants and the handicapped, has increased. Expansion of the teacher workforce has been at record rates, ensuring that pupil-teacher ratios are comparable with the best in the world.

An increase in the use of specialist and ancillary staff in schools has been given a greater say in the exercise and direction of education.

Senator Carrick's most detailed claim is that schools at both primary and secondary levels in most areas have exceeded the improvement targets set in 1973 by the Schools Commission. This claim is in an interim committee of the Schools Commission, set up to improve targets for both government and non-government schools of 40 per cent for primary schools and 35 per cent for secondary schools over 1972 levels of resource usage per student (comprising federal and state grants) in governmental school systems.

The improvements were originally to be achieved by 1979. These were later changed by the Schools Commission to 1980 for primary schools and 1982 for secondary schools.

According to Senator Carrick, who has been Minister for Education since December 1975, in the governmental sector all states, except New South Wales, had passed this target by 1977 at the primary level and all, except New South Wales and Queensland, at the secondary level.

In non-government schools, a combined assessment for both primary and secondary schools showed that schools in the top two categories of funding had exceeded their targets but that those in the remaining four still lagged behind. Senator Carrick believes that by 1979 all government school systems will be at or above the target level.

Senator Carrick claimed that Australia's pupil-teacher ratios are now 20.8 to one at the primary level and 12.7 to one at the secondary level. Although Senator Carrick believes that there has been a substantial improvement in the overall level of resource usage in all non-government schools, the Government remains concerned at the lagging behind of the non-government sector. This is particularly true of the poorer schools which comprise 50 per cent of non-government primary pupils and 65 per cent of secondary pupils.

Republic of Ireland

Fewer HE students if fees go up

from John Walshe

DUBLIN
Government hints of huge fee increases in third level colleges have been firmly rebuffed by the Higher Education Authority (HEA), a statutory body which advises on third level spending and development.

A recent government Green Paper on development for full employment (CES, June 30) stated that it would be equitable to increase fees. The document said that the state pays 83 per cent of the total in the institutions concerned. It also pays fees and maintenance to those students on higher education grants.

It added that "these high levels of benefit, paid for by all tax payers, accrue in large part to a relatively privileged section of the community who also enjoy the prospect of future graduation at relatively high earnings".

The Education Minister, Mr. John Walshe, has repeated some of the points, but has now been given a forceful reply by the HEA. The authority pointed out that a vast amount of fee increases might prove a serious disincentive to entry on higher education courses. This should be viewed against the fact that the Irish participation rate in higher education is currently substantially lower than in the other eight EEC countries.

The Green Paper has also stated that if fees were doubled the Exchequer would still finance about two thirds of higher education expenditure. The HEA agreed that if private courses went up to £400 per year and the more expensive professional facilities charged £800 per year then the total income from fees would represent about 33 per cent of total recurrent expenditure.

However, as the fee income would include fees paid out of higher education grants held by qualified students, the proportion of the total cost of higher education borne by the Exchequer would, in fact, be 75 per cent, somewhat higher than the two thirds suggested in the Green Paper.

At present, only one in four students has a grant, and the authority stated that if fee rises were imposed it must insist on substantial improvements in the grants scheme. It would also partially favour some form of loans scheme for those who would not qualify for grants.

It made a strong case for increasing rather than diminishing opportunities and pointed out that expanding the numbers in higher education would provide some additional employment within the educational system itself but more importantly it would have the effect of deferring the entry of young people into the labour market of developing over time, a higher level of skills among the workforce, and of enabling young people to avail themselves more fully of the opportunities for special training and experience abroad which follow from membership of the EEC.



Minister for Education, John Carrick: "Substantial progress in all sectors."

The minister used these figures to justify the controversial decision to increase recurrent grants to non-government schools by A\$14m at the expense of government schools in 1979: of this increase, Level Six schools will receive about A\$11m (TES, September 15).

Senator Carrick claims that other areas have benefited from the federal government's actions. In 1977, the Government started a new programme extending educational services available to children living in country areas. For 1979, this programme has been allocated A\$4.6m.

In 1977, the Government started a scheme to supplement resources for children living in residential institutions. In 1979, this scheme would receive A\$1.3m.

Senator Carrick's report is an important indication of the kind of areas that the educational debate in Australia will be concentrated on in the next year. The present government has been criticized by teachers' unions and other educational pressure groups for cutting back on educational expenditure in a time of financial austerity.

Holland

Budget savings mean no new research projects

from John Richardson

THE HAGUE

The Dutch 1979 education budget plans to make savings by restricting the growth of services such as those provided by the Dutch Curriculum Development Centre (SLO), the Foundation for Educational Research (SVO), and other institutions involved in educational development.

These cuts are unacceptable to a protest group which includes representatives of the Union for Educational Research (VOR) and the National Working Party for Educational Research (WIO).

Next year's budget represents a cut-back in funds for this sector of some 15 per cent. This threatens the scientific support to experiments ranging from education for disadvantaged groups in society and education in problem neighbourhoods, to the Dutch middle school projects.

Over 100 research jobs have been placed in jeopardy. The majority of the staff concerned have temporary project posts and can therefore, in a legal sense, be relatively easily discarded. Because of the high level of Dutch social security benefits, however, although this will mean a small saving on the educational budget, it will represent hardly any saving on the 1979 budget as a whole.

Dr M. van Stelvoort, chairman of the national protest group, claims that the first affected are likely to be women and those with part-time jobs.

The worst hit institution is the Foundation for Educational Research (SVO), which is to have its main money stream cut by over 2.5m guilders (£600,000) to Dfl.13.3m for 1979.

The effects will be widespread. The SVO itself mainly acts as a research and funding broker, allocating requests and resources to nine small research centres like the Kohnstamm Institute in Amsterdam. A secondary money-stream which is available for projects set up specifically at the request of the Ministry of Education, and which this year stood at Dfl. 10m is reduced to Dfl. 8.5m for 1979.

Next year the SVO has Dfl. six million allocated for housing and staffing of administrative and long-term projects. Dfl. 8.5m has to be used for "educational renewal projects" planned by the Ministry, leaving a "free" sum of over Dfl. seven million for projects which can be nationally selected by the foundation. However, this last amount is already fully booked for the continuation of projects already started.

No new projects can begin without existing work. Dr C. W. van Stelvoort, director of the SVO, claims that educational stagnation alleviated by dependence on foreign research results, within a five to six-year period, is the likely result of this attempt to kill off the educational goose which lays the golden eggs.

The Dutch curriculum development centre (SLO) has also had its fears confirmed, that its hoped-for expansion will be possible in 1979.

The short and middle term prospects for education research and advisory bodies in The Netherlands are not favourable (TES, July 7).

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Norway

Voting age goes down to 18

from Colin Narborough

OSLO

The Norwegian Storting (parliament) last week voted unanimously in favour of lowering the voting age from 20 to 18. The constitutional amendment brought Norway into line with most European countries, like its Nordic neighbours.

Denmark overwhelmingly approved enfranchisement for its 18-year-olds in a referendum in September this year, reversing a negative vote from 1969. Iceland accepted the odd man out in Scandinavia, but new legislation on voting rights for 18-year-olds is imminent.

Norway's Minister for Local Government, Arne Nilsen, told the Storting after the enfranchisement vote that the government was planning an extensive information campaign to generate maximum interest among first-time voters. It will include sample testing of how many 18-year-olds know about the political system.

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Sport



At the Schools Cyclocross Open Championship in London at the weekend: Lee Watford (11), of Conisburgh, Milton Keynes, the youngest, and Heather Armstrong, of Eggescliffe School, Stockton on Tees, the only girl, among 70 starters. The winner was David Winton, King Edward VI School, Stafford. Stephen Douce, de Stafford School, Caterham, Surrey, was runner-up.

Skilled at football

by Stanley Levenson

An award scheme for schools footballers was introduced yesterday by the Football Association. The scheme, which will operate in conjunction with the English Schools Football Association, is sponsored by Coca-Cola.

The intention behind the Super Skills Awards is to implant technical skills into young footballers as early as their seventh year. Devised by Mr. Allen Wade, the FA's director of coaching, there are five Super Skills levels, from blue to gold, each with seven simple tests of skill. In the best circumstances the basic space for a class of 40 is an area 60 yards by 40 yards divided into 24 squares, each 10 yards square.

One such exercise for the Blue Award—the first grade—is for two boys to stand in squares with an empty square between them. The test is for them to pass the ball to each other without it touching the ground or the empty space and without either boy leaving his zone to collect a pass.

Other routines test heading, dribbling, shooting, passing, controlling and trapping.

At each grade there are appropriate certificates and lapel badges (40p including postage), with cloth badges optional extras at 25p.

Mr Wade says: "We have devised the actual tests on the basis of a realistic challenge for all children from seven to sixteen, which will test their ability and add to their range of skills."

England manager Mr Ron Greenwood fully supports the project. He says: "We have all seen, during the World Cup, the importance of individual technique. It can produce not only successful football but entertaining football. This is the message I am driving home at international level."

What better getting this message over than at schools and at boys' clubs.

Details from FA Super Schools Award Scheme, 22-24a The Broadway, Darkest Lane, Putney Bar, Herts.

'European cup' for under 15s

The English Schools' Football Association is to celebrate its 75th anniversary with an eight-nation under-15 tournament in March and April.

The teams will be divided into two groups of four, playing each other on a league basis, with the winners going through to the final at Manchester City's Maine Road stadium on April 5.

The other teams will play off to decide third to eighth places, making a total of 16 matches in the whole competition.

Else, Northern Ireland, Wales and England will form one group and Scotland, West Germany and Switzerland the other. Each team will have a host, one of the county associations of the schools association in the North or Midlands, where all the matches will take place.

One of England's regular customers, France, has not been able to accept the invitation. The Swiss, who have never played in England before, were, however, among the opposition in a similar tournament in West Germany four years ago.

Scots win again

Two girls at Vale of Leven Academy have brought a shield from the Royal Life-Saving Society for the United Kingdom to Scotland for the second year running.

Lynne Donald (15) of Ballach, and Dorothy Kirkpatrick (14) of Bonhill represented Scotland in the finals of the United Kingdom life-saving competition, held in Coventry and won the competition in the chest for under-16 girls. In the competition for boys under 16, the Scottish team also came from Vale of Leven Academy, and came fifth in the final.

Last year, a team of boys from the school was the overall winner for this class, bringing the shield to Scotland for the first time.

The academy has no swimming pool of its own, but pupils train in the local public baths in Ayr and have the help of a number of coaches from different parts of Scotland.

New deal for girl athletes?

Control and regulation of athletics for girls between the ages of eight and 19 is being debated by the Women's Amateur Athletic Association with a view to getting an agreed policy before its annual meeting in March.

A four-page discussion document from the association says that events for this age group have grown piecemeal with the association erring on the side of caution. The time was now ripe for a more positive and comprehensive approach.

The broad aim, it says, is to retain and develop opportunities for our younger athletes by channelling the enthusiasm of athletes, coach and parent into events and levels of competition in which interests can be retained and progress made towards the excitement, stress and success of adult athletics.

The document warns of the dangers lurking in early specialization, extensive training, competitive stress and "pressures of the media on the successful".

Whatever the governing body does to eliminate these risks it cannot replace a sensible and caring approach by parents, club officials and, above all, the coach. To do all this a number of technical suggestions are listed.

The association says that since most of the girls it is talking about are at school it would be necessary to consult with the English Schools' Athletic Association and physical educationists at primary, middle and secondary schools.

It will build on the general principles for girls and boys, elaborated in January 1977 by the Schools' Co-ordinative Committee, which represents bodies concerned with coaching and competition in schools.

What better getting this message over than at schools and at boys' clubs.

Details from FA Super Schools Award Scheme, 22-24a The Broadway, Darkest Lane, Putney Bar, Herts.

The time was now ripe for a more positive and comprehensive approach.

The broad aim, it says, is to retain and develop opportunities for our younger athletes by channelling the enthusiasm of athletes, coach and parent into events and levels of competition in which interests can be retained and progress made towards the excitement, stress and success of adult athletics.

The document warns of the dangers lurking in early specialization, extensive training, competitive stress and "pressures of the media on the successful".

Whatever the governing body does to eliminate these risks it cannot replace a sensible and caring approach by parents, club officials and, above all, the coach. To do all this a number of technical suggestions are listed.

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17

Meddling with children?

Geoffrey Bookbinder argues

that screening procedures for children

in special need are being

adopted before they have been properly evaluated

How can one have reservations about the desirability of the early identification of children with special educational needs? How can the needs of such children be met without first identifying them?

Screening is normally based on a medical or illness model. It is assumed that a small proportion of children (20 per cent according to Warnock) are educationally handicapped. It is necessary, therefore, to find out who these children are, to diagnose the extent and nature of their handicaps, and to provide special help to meet their needs.

The emphasis here is on the individual child. The assumption is that there is something wrong with the child that can be remedied or alleviated by special educational treatment. The handicap or defect is generally thought to have genetic and/or social causes, such as poor intelligence, more specific learning difficulties and/or inadequate family support.

Such a model is convenient for the psychologist, doctor or teacher, since tricks of the trade such as examination, diagnosis and testing fit nicely into it. The danger is that it does not incline us to look for causes outside the children and their families, such as the standards of the school, the quality of the teaching they receive or the teacher's expectations of them.

Although screening is more applicable to the medical area, it does not easily justify its use even in this more appropriate sphere. The use of "at risk" registers for medical handicaps in the child population was surveyed by the Court Committee on Child Health Services. The committee concluded that the registers had proved ineffective. Various studies are quoted to show that "at risk" registers were not fulfilling their aim.

Similarly, Dr D'Souza, of St Thomas's Hospital, London, recently reported that medical screening of top executives for cancer, heart disease and chest disease had been disappointingly ineffective, and possibly harmful. "Those screened failed to show any improvement in health when compared with a similar number of people who had not been screened."

He goes on: "The widespread use of general health checks in industry cannot be supported. Because screening can cause harm in some instances, its persistence and the pressures to make its use more widespread before its worth has been demonstrated can be described as 'meddlesome medicine'." Are these words not even more appropriately applicable to educational screening?

There are other dangers in screening. To identify or label children as educationally handicapped can lead to self-fulfilling prophecies. It can lower teacher expectations of such children, and result in their becoming more educationally handicapped than they would otherwise have been.

Any screening procedure, whether based on objective or subjective criteria, or a combination, can have only limited validity. Many children will inevitably be incorrectly categorized—some wrongly selected as having special educational needs, others wrongly omitted. The earlier screening takes place, the more such errors will be made.

This was one of the major difficulties with medical risk registers, and the main reason why the Court Committee was so impressed by them. One would have thought that evidence of this kind would have been a caution in any plans for early selection of an educational risk group. But such caution seems to have been overlooked. Indeed, more and more one hears the unheralded but persuasive cry of the earlier the better.

Screening can, and frequently does, become an end in itself rather than a means to an end. It is much easier to introduce screening procedures than to evaluate their effectiveness. But unless they are shown to have no way of knowing what effects are beneficial or harmful.



Montage by Trevor Sutton

Screening procedures are not usually introduced, however, as trial measures with unknown effects. They are normally brought in by enthusiastic practitioners who are convinced of their value, and do not see the need for their justification by any objective criteria. A good example of this approach was provided at a conference on screening in 1977, held under the auspices of the Centre for Information and Advice on Educational Disadvantage.

A senior adviser in special education from a large L.E.A. prefaced his account of his authority's elaborate procedures for identifying slow-learning six-year-olds with the remark that it was no longer necessary to justify screening. His particular authority had introduced a battery of tests in 12 infant schools in 1971 as a "trial" project. This procedure was subsequently officially adopted by the authority, with the aim of its gradual extension to cover all six-year-olds in the L.E.A. by 1978.

Because it was introduced up to seven years earlier in some areas of the city than in others, an unusual opportunity was presented to measure its effectiveness by comparing the progress of children who had been subjected to it with that of similar children who had not. Sadly, but not unexpectedly, it was not considered necessary to obtain comparative data of this sort.

Instead, the heads and teachers involved were asked for their subjective judgments and, not surprisingly, expressed themselves in favour of its continuation and extension. In evaluating the project in this way, those responsible for its introduction were taking little risk of its rejection—particularly as one of the consequences of the project was to

provide the school concerned with additional staff.

When important policy decisions of this kind are adopted, those who have worked for their adoption have a vested interest in showing them in a favourable light, and cannot be expected to spend a lot of time and money in collecting data which might show them to be mistaken. It is far more comforting to go on doing what seems to be the right thing than to seek objective evidence of its justification.

Are there ways in which "educationally disadvantaged" children can be helped, but which avoid the dangers associated with attempts at early identification? One possibility already being developed in some areas is to give more attention to training teachers to develop basic and continuing assessment skills.

This would probably include graded check lists in different skill areas, and more intensive training in appropriate activities of skill development. The aim would be to help teachers to work as appropriately as possible with children at different levels of development. Teacher assessments could provide a continual flow of developmental information, but identification of a specific group of children would not need to precede this.

There is, however, another way, not based on a medical model and not designed primarily to identify individuals. This is based on the premise that educational handicap arises from an aggregate or multiplicity of causes, which tend to exist together.

"Disadvantaged" children tend to come from underprivileged homes, and may attend poor schools. Many of them may receive less stimulation than other children,

both at home and at school. The first objective then becomes one of improving the standards of the schools they attend, and thus removing what may sometimes be a significant factor in their educational deprivation.

It is only when inadequacies of this kind have been removed—that is, when we know that the child has received reasonably adequate teaching—that we are justified in looking further. Such considerations become particularly relevant when some L.E.A. infant screening procedures are identifying more than a quarter of their populations, and Warnock estimates one child in every five is educationally handicapped.

Something approaching this model has been applied with remarkable success in the field of reading in my own L.E.A. In 1969 all primary schools were required to give a reading test to every child from top infants to fourth year juniors, and to provide the chief Education Officer with the results. This testing has continued annually, and has recently been completed for the tenth time.

These reading surveys are a constant reminder to heads of the importance with which the authority views the development of reading skills. The results are regularly followed up with in-service courses, positive help to schools by the reading advisory service, information to advisers, and comments by the chief education officer to meetings of heads.

Although the surveys do identify the slowest readers, we do not attempt to provide individual learning programmes for most of these children, but aim instead to improve the teachers' skills in the teaching of reading generally, so that both slower achieving and brighter children will benefit.

The results viewed over the nine years have been far more successful than could have reasonably been expected. In 1969 more than a quarter of all infant school leavers in the largely inner city area then covered by the authority were non-readers (i.e. they scored three words or less on the Schonell Graded Word Test).

For the same schools in the same area that figure has now dropped to 6 per cent. The average reading age for all seven-year-olds in these schools was seven months below chronological age in 1969. It is now seven months above chronological age.

Similar results have been achieved in other relatively more prosperous areas, brought within the authority with local government reorganization in 1974. The proportion of top infants who are non-readers in these areas has been reduced from 12 per cent in 1974 to 4 per cent in 1978.

These improvements in reading attainment show that it is possible to reduce significantly the number of poor achievers without necessarily resorting to expensive, time-consuming, and possibly dangerous identification procedures. If we had adopted a medical model of identification, and attempted to implement special treatment programmes for all non-reading seven-year-olds, rather than to improve the quality of teaching given to all children, the present standards would not have been achieved.

It is possible that a more widespread application of this kind of approach to basic areas of the curriculum could more than halve that Warnock figure of 20 per cent with special educational needs? Perhaps, then, it might make more sense to think in terms of further intervention procedures for the relatively small numbers who were still failing.

Even then, however, evidence of the value of identification and intervention procedures would need to be demonstrated before their widespread adoption. Otherwise, do we not become guilty of blindly meddling with the lives of other people's children?

Geoffrey Bookbinder works in the School Psychological/Child Guidance Service in Salisbury.



The examiners' burden

It is the feeling that things could be managed better, that one is a partner to professional irresponsibility, that makes marking exhausting and demoralising' claims an experienced marker of A level scripts

Whenever I mention to a colleague that I am marking A level scripts, he assumes, rightly, that I need the money. But to be invited to act as an external examiner in another university is considered both an honour and a grave responsibility.

This distinction is unfortunate, to say the least. To assess the promise and ability of school-leavers may be as delicate, difficult and crucial for everyone concerned as giving undergraduates the right class for their degree. The number of A level candidates every year is, of course, far greater than the number of finalists in the universities, and dealing with such numbers is bound to be a chore.

But I suspect the examination boards have resigned themselves a little too easily to the fact that their markers will think of themselves as voluntary drudges, and that justice for candidates is bound to be rough. That resignation, shared by many who have been involved in the process, may explain also why resistance to the new "N and F level" proposals,

though strong in the universities, is not even stronger, and why the opposition is so often a matter of defending the bad against the worse.

I have the highest opinion of those members of the board which has engaged my services with whom I have come into contact. I have been impressed by the cheerfulness, good nature and efficiency with which they have dealt, and helped me to deal, with what, for a short period every summer, is a great deal of hard work. But I find it difficult to believe that the examination could not be conducted in a much fairer way to the candidates themselves, and to those who need to know their results.

To begin with, there is the notorious matter of maintaining a consistent standard of marking by taking each examiner to conform to a standard distribution of marks. My own board, it is true, decided that this would no longer apply to the French literature papers which I mark, but only to the French essay. This is a fortunate place, for the last two years, I

am quite sure that the candidates whose scripts I have read have deserved higher marks than the ones we were expected to give.

They come from good schools and have been well prepared. They write and argue in a way which compares favourably with the work of second and even final year undergraduates, and have to deal with questions of comparable difficulty. Their comprehension of French is obviously good. Would it not be better to circulate among examiners specimen answers, ranging from good to bad, with the actual marks for each answer which were proposed and agreed?

It is the annual standard readjustment of marks which makes A level grades most obviously unreliable. The process of time available for marking and checking the fact, is it physically impossible for even the first marker to look carefully at more than a very few scripts more than once.

My scripts start to arrive on June 29 and have to be returned by July 11. There are more than 160, each consisting of two essays and two commentaries on any four out of 15 texts, which I have to remember well enough to recall, for example, whether Sartre's *Franz* received his birthday cake on his actual birthday, or whether this is something that he (or the candidate) has imagined. Very often, one has to check to make sure.

Meanwhile, at least for the first week, I am still lecturing, supervising and marking undergraduate essays and prose. Does there have to be such a nightmarish rush? Isn't it possible to arrange a timetable which would give examiners at least three weeks instead of less than two?

Perhaps one can only protest at the absurdity of our collective arrangements, and argue against an excessive reliance on the A level results as they stand, against, for instance, the assumption of the Robbins Committee that (for all their notorious shortcomings) A level results provide the best possible indication of the

number of school leavers capable of benefiting from further or higher education. Certainly, the universities, who are in a position to know, should be among those who place the least reliance on A level grades.

Why don't the universities combine to set their own entrance exams, to be taken in the second January in the sixth form by all those applying for a university place? This might be a short test, not of wide reading necessarily (this can be tested in interviews), but of specific capacities and skills. The scripts (say half a dozen sheets or less) would be sent to the UCCA clearing house, photocopied, distributed with UCCA application forms to all the universities to which the candidate applied, and read by members of the candidate's chosen department.

In my own subject, the test might consist of short simple passages for translation into and out of French (the simpler the text the more revealing the results, at least in a negative sense) and a commentary on a translation into English (preferably not a very good translation, which should make the task of finding one fairly easy) of a piece of good French poetry in prose.

It is a test I have tried on candidates in entry before—the translations of *Madama Bovary* by Roy Campbell and Robert Lowell are, incidentally, of considerable help—and it has produced unexpected results: an ability to spot mistranslations, and a sensitive grasp of nuances in a candidate whose tongue-tied performance in an interview and subsequent A level might have led one to dismiss as unimpressive.

Candidates who did well in the test and in an interview might be given the offer, conditional on performance at A level itself. Candidates who did exceptionally well could be offered a place unconditionally. The impressions gained from the test might not be wholly reliable, but there would be as many markers as the candidate made application for and they would be the first-hand impressions of those concerned with the candidate's tuition during their university years.

The time spent on looking at the scripts would, if it were worth spending it at, be compensated by the higher quality of students selected. Less reliance on A level results, and the opportunity to assess individual candidates directly by the additional test, would make it possible to raise the general standard of the A level exam, without penalising even further the victims of poor teaching, or the far from perfect system of marking and grading.

It might be possible, for example, to limit to the arrangements of the old General and Higher School Certificate exam, which would be welcomed in departments of science and maths, by which one could only go on to the Higher Certificate if one had performed creditably in the lower General Certificate in English, mathematics, science and at least one foreign language. There are many who believe that this would do much to halt the decline in numeracy and linguistic competence among school leavers, and inflict less damage on the school curriculum than the new "N and F" syllabus.

One of the main arguments against the form of testing is that it would add considerably to the work of university markers. The time, however, would not be wasted if it led to a better selection of undergraduates—that is, assuming we are not already, in some subtle way, scraping the bottom of the professional barrel.

It might also take some of the psychological pressure off the same teachers who are on in the year when they came, in normal way, to mark A level scripts. They would have to mark a great many more scripts with the attention to individual differences and shades of quality that one can give to final degree candidates. It would be a relief, at least, to know that the A level results, approximate as they are bound to be, were not the ultimate factor in the shaping of individual careers.

It is the feeling that things could be managed better, that one is a partner to professional irresponsibility, that makes marking exhausting and demoralising. It is this feeling, unfortunately, a great deal of which is the widely held assumption that one does it only for the money.

Struggling for space

Stephen Kemmis looks at some evaluation issues arising out of the use in schools of Man: A Course of Study

I recently met a group of Edinburgh teachers to discuss the assessment of Man: A Course of Study (MACOS). Their evaluation problems had been precipitated by the fact that MACOS was under threat in their schools.

They were being pressed to defend its place in the timetable. Timetable encroachment is a real threat: in one school MACOS has already lost one of its three periods per week; teachers are conscious that it may prove difficult to win it back. They were being challenged to provide evidence of the value of the course, based on pupil assessment.

The problem had two aspects. The first concerned the politics of the curriculum, the territorial struggles for space in the timetable. MACOS faced encroachment from "conventional" subjects, which might claim to meet its process goals (subjects like science and history), or from other curricular programmes (like moral education, social education, modern studies or drama) which seem to share conceptual goals with MACOS.

The second aspect was concerned with assessment, with the teachers' interests in satisfying themselves and others that pupils learn something (and something valuable) from MACOS, that they were, as teachers, fulfilling MACOS's goals for pupils, and that MACOS learning is intellectually rigorous and educationally worthwhile.

The curriculum-political aspect of the Edinburgh teachers' problem requires a curriculum evaluation. Along with the other kinds of evidence necessary to reach a judgment of its educational value, we would be entitled to expect an evaluation of student learning. This evidence would provide the basis for a critique of MACOS in particular classrooms or schools.

An evaluation of student learning would attempt to discover what kind of niche the MACOS curriculum provides for learners in each classroom or school. The evaluator would concern himself with what and how pupils learn, by studying how they are engaged by the learning opportunities the curriculum provides.

Gathering data about student learning does not entail collecting information about the learning of every pupil. It is intended to inform judgments about the curriculum, and the opportunities for learning it creates.

Appropriate techniques include "shadow studies", in which individual pupils are "shadowed" by an observer for a class period, or longer, and where the observations yield descriptions of the activities engaged in by the pupils.

The collection and analysis of critical examples of learning through MACOS, showing how a particular understanding was liberated in a pupil through some activity. A teacher might collect examples of insightful comments by pupils, describing the contexts in which they occurred. From these descriptions, it may be possible to identify patterns of events and circumstances which support the insights.

The collection and analysis of critical incidents which take place in the classroom. This data should complement data about critical examples, but here data-gathering and analysis begins from the perspective of the curriculum rather than from the insights and understandings of pupils.

Critical incidents tell the outside observer what is distinctive in the MACOS curriculum, and how it differs from other curricula in creating learning opportunities. It is the widely held assumption that one does it only for the money.

"In-depth," "clinical" analyses of audio or video-taped records of pupil interviews, activities or interactions. Here the interviewer/observer takes as non-directive and unobtrusive a role as possible in producing the record, hoping to create opportunities for pupils to express their own understandings in words or actions. The interviewer-observer attempts to overcome the problem of inadvertently suggesting the terms in which the pupils' understandings "should" be expressed. Such analyses yield hypotheses about the "frameworks" which guide pupils' thinking in different, more-or-less-naturally-occurring contexts—regular patterns of explanation, recurring ideas or sequences of ideas, or dominant themes, metaphors or symbols. These may give a key to the private knowledge of the pupil, to be understood as far as possible in the pupil's own terms rather than in terms dictated by the knowledgeable teacher, observer or interviewer, who may have internalized much of the specialized language of the subject matter.

Techniques like these inform judgments about MACOS's curriculum potential, and provide examples showing how potential has been realized as achievement by pupils. Subsequent analyses may disclose the extent of this realization—the number of students who reached a particular insight and in what different versions; the amount of time for which classroom activity was directed by pupil-initiated enquiry, the range and meanings taken for pupils to complete a particular activity, and so on.

The second aspect of the Edinburgh teachers' problem also requires an evaluation of student learning, on the basis of which an appropriate form of assessment might be designed. Using techniques like those already outlined the evaluator will attempt to discover the nature of the different kinds of learnings MACOS educates. But here precise analysis is essential. Only when the range of different kinds of learnings has been described will it be possible to decide with any certainty where the emphases in assessment should lie.

Assessment techniques must be devised which keep faith with the potential of the curriculum. In MACOS, the most difficult goal to keep intact in the face of assessment is "the legitimization of the search". Assessment can reduce the search for knowledge to a search for teacher approval. If assessment is to be justified, it must do justice to the goal of self-directed enquiry.

If the ideal in assessment is construed in terms of the understandings reached by individual pupils, the best kinds of data for pupil assessment purposes will yield descriptions of what pupils have learned. These descriptions should allow a reader to relate what has been learned to the form and content of classroom work, and to the learning opportunities provided by the curriculum.

In pupil assessment, there is an explicit interest in what every individual has learned, sometimes for grading purposes, sometimes as a process of feedback to pupils or teachers. These are some of the "survival" purposes of classrooms. So they are areas in which the aspirations of the curriculum can quickly be eroded by the steady prevailing winds of administrative convenience, or conceptual simplification.

To do justice to the assessment issue in MACOS, it would be necessary to have detailed information about the implementation of the course in particular classrooms and schools, and to describe the ways in which these considerations inter-

act with the learning opportunities provided in specific materials and exercises. In the absence of such particulars, the following comments on assessment techniques must remain general, attuned more to the aspirations of the MACOS curriculum than to its implementation.

* Multiple choice testing (and other forms of testing based on recognition or recall of content) is of limited use for pupil assessment in MACOS. While carefully devised tests of these types may measure comprehension, their emphasis in content makes them unsuitable for testing MACOS's process goals, or else reduces process to content which can be tested (e.g. algorithms for enquiry). They are suitable for checking that content has been covered, or that it has been comprehended in a literal sense—these are the only purposes for which such tests are recommended by the course developers.

* Essays may also be useful, and allow students to report or even simulate an enquiry process. But aside from the question of verbal ability, which makes it easier for some students to report the results of their enquiries than others, there is also a problem in devising essay questions which will allow pupils to demonstrate (rather than report) the process skills MACOS sets out to develop. Essay-writing leads pupils to report learning outcomes in a way which obscures rather than discloses the learning processes by which they were reached.

* Continuous assessment based on portfolios of pupils' class work provides good access to the learning process and a good, if somewhat unforgiving, general picture of that fraction of what has been learned which has been recorded. Indeed, where assessment of pupils' work is undertaken by MACOS teachers, the portfolio approach seems to be quite popular. Keeping such a portfolio sometimes becomes a slightly artificial chore for pupils, however, and it may hold them to account for the false and unproductive trails they have followed. It is also subject to the vagaries of that day-to-day carelessness which accompanies being a pupil at school.

* Another alternative is the assessment project, which provides an opportunity for pupils to engage in an intensive, realistic, structured inquiry of similar form and using similar content to the longer-term inquiries which make up the MACOS curriculum. It has the virtue of being a learning experience of a similar nature to that of the MACOS curriculum itself.

If MACOS is about the development of tools for understanding social life and social organization, and about humanizing human beings, then might we not, as teachers, want to reject some of the implications of standard grading practices, which take a crude social Darwinist perspective of selection for social survival?

If the aim of education is to help pupils to use their own understanding to adapt to the conditions of social life, then social curricula may provide powerful educational tools. But they will run counter to the politics of schooling.

If MACOS makes unusual demands on pupils to enter the spirit of inquiry, then perhaps it also places unusual obligations on teachers—to stand up and be counted on the educational issue of assessing what pupils learn.

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22 Books/Education

Smacking to smoking

Suzanne Hewitt

The Secret Language of your Child. By David Lewis. Noun Press £4.95. 285 6278 3.
Before School. By Liz and Brian Murphy. Cassell £4.50. 304 29791 7.
Growing and Learning by John Merley. Ward Lock Educational £2.50. 706 23720 X.
A Practical Guide to Early Childhood Curriculum. By Claudia Tuleman, Ellason and Lea Thomson Jenkins. C. V. Mosby Company Henry Kimpton £6.10. 8016 1508 5.
You and Your Child. By Susan Goodman. Mitchell Beazley £7.95. 855 3097 X.

David Lewis, in *The Secret Language of your Child*, explains the study of "kinesics", the observation of body language, with particular reference to the under fives. To write his book he examined infant behaviour in a number of cultures, and made intensive studies in playgroups using video-tapes for detailed analysis of slow speeds.

The theme of the book is that, long before a child has learned to speak, he can communicate with children of his own age in a language of looks and gestures that can be even more eloquent than the most fluent speech.

The author attempts to explain what a child means when he makes certain body movements, what he is feeling and thinking, and what his gestures reveal about his character and potential. He then tries to show how parents can interpret the body language of their child and help him to communicate. This is the "parent's" most important function, he says, since "communication is a prerequisite for any type of learning".

His idea is interesting, though I feel he puts more emphasis on interpreting the body language than on explaining how parents can react correctly, which, to the author, means the way the child expects them to.

The importance of communication is emphasised in Liz and Brian

Murphy's book, *Before School*. "If a child can communicate well at the age of five", they say, "it stands a good chance of growing up into a stable and fulfilled adult".

Before School is clearly set out and easily read. It is attractively presented, with numerous line drawings to clearly illustrate ideas in the text. It is aimed at parents of young children, but would be equally useful on a purely practical level to playgroup leaders, health visitors and anyone concerned with the under fives. (You probably don't need it if you already have *The Playgroup Handbook* by Laura Peabody Brund and Nancy Towner Butterworth, Souvenir Press.)

Brian and Liz Murphy have written an informative, simple guide to the developmental stages in an infant's life. They explain when to expect and how to recognise progressive changes, and how best to encourage mental and physical development of children from a few weeks old to when they start school at five.

Before School gives clear and well illustrated instructions on how to make toys and games, mostly from odds and ends around the house.

Growing and Learning is another book about early development, but the emphasis here is on the care of the young brain and intellect. Lady Plover states in the foreword that "many parents today have lost confidence in themselves as parents". The aim of the book is to help restore parents' confidence by explaining why what they do instinctively is good for their children.

The author has a background in biology and is interested in the links between brain studies and education. He describes in layman's terms many new research areas concerned with the intricate construction and functioning of the brain, and its relationship with the development of a child's abilities.

John Brierley distinguishes three special marks of mankind: his long childhood; his flexible open mind; his individuality. All three, he says, call for definite strategies in teaching and learning. The book is clearly written with a good index and a useful bibliography.

Teaching and learning strategies form the core of *A Practical Guide To Early Childhood Curriculum*. This is an extremely detailed book with endless lists of references and resources—books, records, etc., most of which are American and probably not available here. It contains a concrete curriculum approach based on concepts being developed in children from three to six years of age, as well as detailed ideas on planning the curriculum to provide school activities for younger children.

The authors say they have designed the book for all those involved with teaching young children, including parents, grandparents and others. I would restrict its usefulness to the teacher or the college of education student who is scanning for ideas, lesson plans and resources. It is not a book that the average interested parent could pick up and browse through, as is Susan Goodman's work.

You and Your Child, a practical guide to an understanding of the growing child from conception to maturity, is by far the most enjoyable and informative book of this batch. It has been meticulously researched and checked by a team of leading medical experts including Dr Richard Barry Jones, an eminent paediatrician and Dr John Coleman, a leading educational and clinical psychologist. They wrote the 30,000 word reference section at the end of the book which covers child development and the ailments, diseases and problems of pregnant mothers and their growing children. Anthea Sleveking took the excellent photographs.

The book takes you all the way through from conception to adulthood—from generation gap to genetic counselling, from smacking to smoking. It discusses developments in family life and the changing role of the father in the present day family. In the introduction Susan Goodman says she wrote it because when her own children were small it was just the kind of book she would have liked to have. Anyone faced with children will find this compulsive reading and an invaluable source of information.

Mewling and puking?

Brian Osman

What is a Child? By Nicholas Tucker. Open Books £3.95 and £1.00.
Children's Drawing. By Jacqueline Goodnow. Open Books £4.50 and £1.25.
Research in Developmental Psychology. By Thomas M. Achenbach. Collier Macmillan £11.25.
The Perceptual World of the Child. By Tom Bower. Open Books £3.95 and £1.00.
The First Relationship: Infant and Mother. By Daniel Stern. Open Books £4.50 and £1.25.

Shakespeare got it wrong. A theory of infant development derived from the Seven Ages speech by Jacques shows two important features; a preoccupation with motor aspects and the assumption of lack of cognitive skills in the infant. The Bard can be excused, for only now are we beginning to look at infants objectively. This batch of books are excellent examples of present trends in this area.

Nicholas Tucker in *What is a Child?* comes up with four major discriminations: receptivity to prevailing culture; some predictability of physical development; some emotional constants and predictable cognitive development. The author carries a personal conviction that clarification of factors common to all children will enable us to evaluate the political implications that are frequently covert in much contemporary discussion concerning children. Mr Tucker has started this long overdue task but there is still much to be done particularly in relation to contemporary modes of exploitation.

Children's Drawing is a modest book in spite of its ambitious title. It does collect together some new ideas about ways of looking at drawings but at times there is the suspicion that amenability to research methods is the criterion determining the questions raised rather than the intrinsic importance of the questions. Jacqueline Goodnow points out the paradox in children's use of units of some of the principles relating to the use of these units; for example that each unit is allotted an almost inviolable space.

Research in Developmental Psychology is a handbook for students of development. Like Nicholas Tucker's book it argues that answers to important social questions will come from systematic study. The book brings together a wide range of tools of developmental research. The final chapter on ethical issues is important: research should have an independent review of its ethical practice, subjects and their guardians should give informed consent and confidentiality should be respected.

By implication the Bard saw first a child's "innateness" as helpless; a view that has persisted. For example there have been theories that the infant has to learn to perceive. Tom Bower in *The Perceptual World of the Child* takes the opposite view. Children are born with a well-organized perceptual system which becomes increasingly specific. The amusing anecdote of a blind child who, within a few seconds of being fitted with a device that fed spatial information through the ears, was able to know when this signified the movement of an object, is cited as showing the generality of a child's early perceptual skills which later seem to become more specific. This has implications in relation to atrophy of function in the absence of appropriate input at a critical developmental stage. The book also explores the effects of the increasing size of the infant's head on perceptual input, though for me this part of the book is less convincing.

The most exciting book in this batch *The First Relationship: Infant and Mother* takes us even further away from the concept of infancy as a blooming buzzing confusion. He looks at social interaction between mother and infant in the first six months of life. Using careful observation with video recording where necessary, Stern examines the repertoire of expressive behaviour used by those who look after children. The repertoire of infant responses. In a fascinating analysis Stern makes sense of ambiguous noises and variations on the form he is generally sound and sober, and his history, if somewhat a little fancifully phrased, seems to get most of its basic facts right. Psychological complexities in his line; but this is for a sensible reason. He is interested in the limerick as a limerick, rather than as raw material for a totally different kind of study. For that unfashionable view he can be commended; at least he still has sufficient moral courage to say so.

The result of all this, strangely enough, is rather charming. The book seems to come from other, simpler days, and despite its tone often has something sensible and scholarly to say. When Mr Bibby discusses technique and variations on the form he is generally sound and sober, and his history, if somewhat a little fancifully phrased, seems to get most of its basic facts right. Psychological complexities in his line; but this is for a sensible reason. He is interested in the limerick as a limerick, rather than as raw material for a totally different kind of study. For that unfashionable view he can be commended; at least he still has sufficient moral courage to say so.

When a month the witicism has gathered all over clubland; within a month everyone has forgotten the precise circumstances of its origin. Ah, expensive, educated when it is too late.

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23 Books/Literature/Education

Bawdy balladry

John Russell Taylor

The Art of the Limerick. By Cyril Bibby. The Research Publishing Co. £4.95. 759 0053 2.

Not only some people are quite repugnant to the subject of limericks, but some people are quite repugnant to the subject of limericks. The book is a collection of limericks, and it is a very good one. It is a collection of limericks, and it is a very good one. It is a collection of limericks, and it is a very good one.

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Paperbacks

Philosopher kings

Anthony Masters

The Fire and the Sun. By Iris Murdoch. Oxford University Press £1.25. 19 283017 1.
Democracy and Classical Greece. By J. K. Davies. Fontana £1.75. 00 63347 8.

The Fire and the Sun first published in hardback last year is subtitled "Why Plato Banished the Artists". In fact it amounts to much more than that. At times it is like an extended preface to Plato's complete works including a remarkably lucid exposition of the Theory of Forms and a sensitively written section on the theology of the *Timaeus*. Classical scholars need have no misgivings about Iris Murdoch's extended preface to Plato's complete works including a remarkably lucid exposition of the Theory of Forms and a sensitively written section on the theology of the *Timaeus*.

The *Fontana History of the Ancient World* aims to give an outline account of each period and to present as much as possible of the evidence for that account. The most recent volume, J. K. Davies' *Democracy and Classical Greece*, covers the years 478-336 BC. Despite its title, it is not

Plato's views on art (as on many other subjects) is that his reason was not simply what he thought they were. Miss Murdoch does not shirk a detailed explanation of how, for Plato, the artist's vision of the world is against the spiritual, aping, subtly disguising and trivialising it, but she also recognises that Plato, as a puritan, was persecuting the artist in himself. Her book is very short, but it abounds in ideas—teachers in search of essay topics can plunder it for provocative aphorisms—and, as one would hope, her concluding defence of art is all the more powerful and moving for its restraint.

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The most significant point about

Sniffs of Romanism

J. R. de S. Honey

Catholic Education: the Unobtrusive Partner. By Michael P. Hornsby-Smith. Sheed and Ward £7.50. 7220 7811 0.

The Reverend Dr Ian Paisley and his friends are now pressing for the establishment of denominational schools which will protect children both from permissive morality and from (I quote) "anything which is not Catholic". In parts of Western Europe and North America the relationship of Catholic to state schools still arouses strong political passions. Earlier this century in our own country the religious problem—specifically the treatment of non-conformists against the privileges of

Anglican schools—provoked violent controversy. Yet nowadays roughly one child in 11 in England and Wales attends a Catholic school, in a system which has seen, since 1944, massive state subsidies to that denomination.

What, then, is distinctive about the experience of going to a Catholic school? How are the attitudes of Catholic teenagers affected by receiving such an education, compared with the one-third of them who go to non-Catholic schools? Dr Hornsby-Smith's book is an excellent introduction to the sociology of Catholic education in Britain, despite its lack of adequate correlation with denominational education in other countries. It alone will give scholars like Dr Hornsby-Smith plenty to work on in the next few years.

Communication disorder

Seamus Hegarty

Let's Help Our Children Talk. By Miriam Gallagher. Orlam Press (Dublin) £4.00. 905140 20 5.
Disorders of Fluency and their effects on communication. By Peggy Dalton and W. J. Hargreaves. Edward Arnold £8.50. 7131 5906 5. £4.50. 7131 5907 3.

One of the most pervasive handicaps, in terms of personal adjustment and educational development, must surely be communication disorder. From the formidable barriers to academic progress set up by receptive aphasia to the intense frustration engendered by even a mild stutter, the effects are far-reaching—and difficult to treat. This arises from the undoubted complexity of the process. The difficulties associated with speech and language development are not well understood even by the professionals and are the subject of many "misconceptions" on the part of lay people. Gallagher's book is aimed at the lay audience. It seeks to provide simple answers to questions such as: How do speech and language develop in young children? Can we help when problems arise? What is to be done if a child seems to have a communication disorder?

anomalies in his speech or language development?

It is clearly written, full of good sense and practical suggestions, and will be welcomed by many parents and teachers. Many quibbles related to how the developmental milestones are presented. It is always important, but especially so for a lay audience, to emphasize the individual nature of development. Developmental charts are only approximate guides to when different forms of behaviour can be expected; and this needs to be emphasized repeatedly if one is to avoid causing unnecessary anxiety.

The practical implications of this book are considerable. If an appreciable number of parents and teachers took its recommendations seriously and insisted on professional advice (refusing to be fobbed off with the familiar "they grow out of it"), the prevalence of speech disorders would be enormous. Disorders of Fluency is part of a series on language disability and remediation; it is aimed at a professional audience and is a useful guide to the current state of the concept of fluency. How does the disorder manifest itself? What are the theoretical bases that connect the contributions of the different

disciplines? The model developed in terms of how the brain functions in normal speech production.

The remainder of the book is concerned mainly with stuttering as the main common disorder of fluency. It is a very good book, and it is a very good book. It is a very good book, and it is a very good book. It is a very good book, and it is a very good book.

As an erstwhile stutterer of some accomplishment, I take a grim satisfaction in learning how little is known about the condition, if indeed it is a unitary condition. The chapter on theories as to the nature and cause of stuttering concludes "that there is very little in the way of a clear-cut picture of stuttering for any of the disciplines. When the authors agree, they are inevitably working in the dark, and the extent of our ignorance is striking. In our treatment of it, they strike a chord that reverberates with anyone who has experienced a range of speech therapy."

One can take heart, however, from the authors' clear account of what is currently known and their articulation of research priorities. It is a few of the gaps in our knowledge that may identify the field that will constitute real progress.

Examining exams

Desmond Nuttall

A New Examination of Examinations. By Robert Montgomery. Routledge and Kegan Paul £3.95. 7100 8967 8.

Robert Montgomery is a leading historian of examinations, and his 1965 book *Examinations: An Account of their Evolution as Administrative Devices in England* is a classic in the field. His new book, part of the Students Library of Education, is a volume of only 81 pages of text, inevitably resulting in a cursory treatment of many of the important issues.

The evolution of examinations is traced from the ancient world to the present. The main emphasis is on public examinations at 16 and 18, but technical, 11+ and university examinations all receive a mention and elucidate the different functions that examinations serve in British education.

But when Montgomery the historian turns into Montgomery the headmaster of Stowmarket High School, cool appraisal gives way to polemic. On a common system of examining at 16+, he refers only to *Schools Council Examinations Bulletin*, 23, published in 1971, and to none of the intensive research done since then; he offers his own

solution requiring simply a common timetable, a common title and a common grading system, which significantly fails to face the curricular and guidance problems of the comprehensive school.

His treatment of N and P is more detailed, but the book obviously went to press before the educational world was flooding with the Schools Council's latest publication on the N and P research and development programme. Without the evidence, then, he seeks to argue as being unnecessary, levels are all that is needed. His comments on techniques of assessment are somewhat unbalanced, with a long and favourable review of objective testing and item banking, and a little room for a discussion of such as oral, many other methods, with their projects and practicals, with their attendant problems of standardization and moderation.

At this time of reform, any modern history of examinations is likely to date quickly. This book is, certainly, the best currently on the market for students. It would have been better if it had contained itself with being a history and if its writing had been delayed two or three years.

Asimov

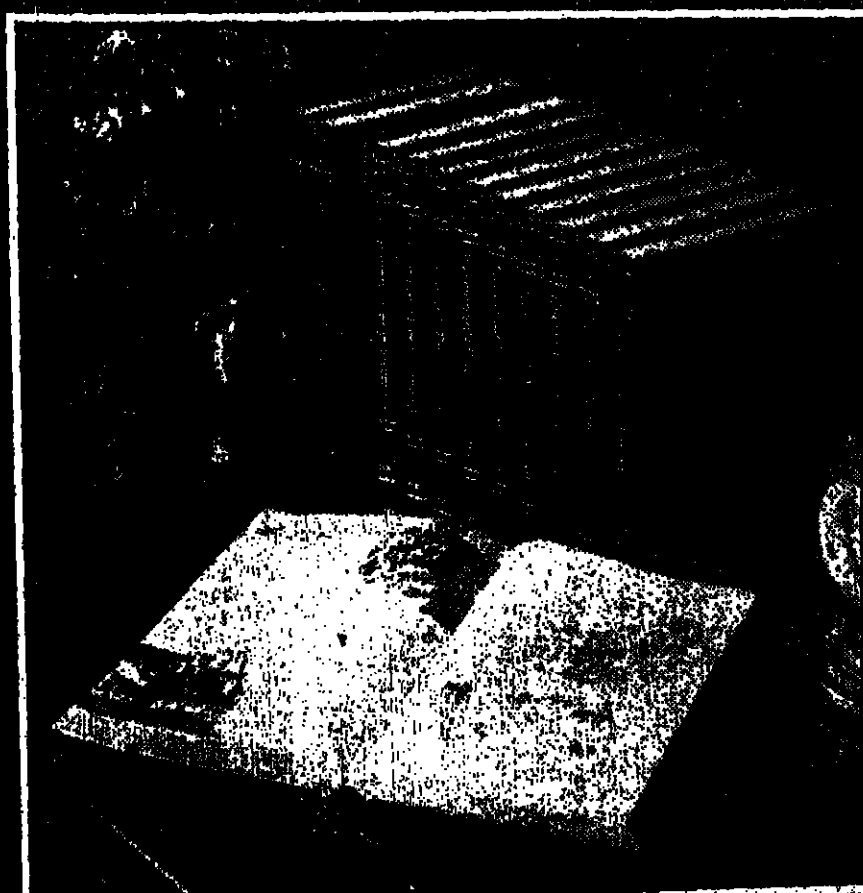
Three years ago a paperback edition of *Asimov's Encyclopedia* was published. It is now available in a new edition, covering from 1971 to 1978.

It is a very good book, and it is a very good book. It is a very good book, and it is a very good book. It is a very good book, and it is a very good book.

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DENT

Among this week's contributors:

Marion Glastonbury is one of the contributors to *What's Crises and Children* (Sheed and Ward).
 Seamus Hegarty is a senior research officer with the NFER.
 J. R. de S. Honey, author of *Tom*

Brown's Universe, is a former professor of education and FETI.
 Desmond Nuttall is secretary to the Schools Council Examinations Board.
 Brian Osman is senior educational

psychologist at the school psychological service at Colchester.
 John Russell Taylor's latest book is *Tom*.
 Tony Clark is principal educational psychologist at County Hall.

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HIGHAM
COUNCIL

PRIMARY

Scale 1 Posts continued

SUFFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
100, The Mall, Ipswich
Suffolk IP1 1AA
Tel: 0447 555555
Head Teacher: Mr. J. Jones
Applications for the post of Head Teacher for the primary school in the town of Ipswich, Suffolk, should be sent to the Education Officer, 100, The Mall, Ipswich, Suffolk IP1 1AA, by 15th December 1978.

WALTHAM FOREST
EDUCATION DEPARTMENT
100, The Mall, Ipswich
Suffolk IP1 1AA
Tel: 0447 555555
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Lancashire

County Council

LANCASHIRE EDUCATION COMMITTEE

Closing date: 11th December 1978.

Primary and Special Schools

For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ, unless otherwise stated.

Secondary Schools

Forms/further details from and returnable to the Head Teacher at the School. S.A.E. please.

PRIMARY SCHOOL

HEADSHIP

BAUGH THORN HURST (40)

1st January, 1979.

Group 1.

DEPUTY HEADSHIP

BLISS SCHOOL (E.S.N. (91) Roll 100, Preston

May, 1979.

Group 1.

MASTERS/MISTRESSES

MORCOMBE AND HEYSHAM SUNNYSIDE SCHOOL, No. 60 Roll

1st May, 1979.

Group 1.

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FAMOUS MEN

Philip Sauvain looks at the Dictionary of National Biography

"No great man lives in vain" wrote Carlyle. "The history of the world is but the biography of great men." As it happened he anticipated his own reward: when his turn came the Dictionary of National Biography needed 17 pages to cover his life, which was rather more than they gave to Lloyd George and considerably more than that provided for Elgar, Constable and Jane Austen.

Emerson, who did not qualify for inclusion in the DNB (since this is exclusively a dictionary of British national biography) expressed the same sentiment. "There is properly no history; only biography", he wrote.

Today we might question that concept, but it cannot be denied that biography is part of, if not the essential lifeblood of, history. Accordingly a good dictionary of biography must qualify, automatically for consideration any short list of history reference books.

The DNB, which is now available from Oxford University Press in The Compact Edition for £45, is, however, far more than just "a good dictionary of biography". By any standards the complete work is a monumental encyclopedia of British history with approximately 37,000 pages, 36,000 biographies and somewhere in the region of 35 million words.

"The Dictionary of National Biography" was originally published in instalments beginning with Abbé de La Harpe on January 1, 1885, and culminating with volume 63 in 1900. Each quarter a new volume of this massive part-work was published. By 1900 those collectors who had managed to stay the 151-year course acquired 63 volumes. In 1901 a three-volume supplement was printed which included a 112-page biography of Queen Victoria (about 110,000 words) and a 50-page biography of Gladstone.

If the DNB is the arbiter of British fame, then Queen Victoria is easily our most important person followed, a long way behind, by Gladstone, Shakespeare (49 pages), Wellington (34 pages) and Cromwell (31 pages)—not on this reckoning our chief of men.

Since 1901 supplementary volumes have been published each decade up to, and including, that between 1951 and 1960. In Victorian times you stood a one in 4,000 chance of getting into the DNB. Today those odds are probably anywhere in the region of one in 10,000.

Some idea of the scale of the project can be judged from the estimate that on average every month about six additional obituaries can be earmarked for inclusion in the 1971-80 volume. In late-Victorian and Edwardian times the frequency was roughly about one new entry every other day. There are, in fact, about 13,000 biographies of people who died in the nineteenth century. For this reason the DNB has particular interest to collectors and others whose researches take them into this period.

The contributors to the DNB are often distinguished men and women in their own right. They include historians, politicians, writers and critics such as J. R. Tanner, John Morley, Sir Sidney Lee, P. W.

Maitland, Edmund Gosse, Austin Dobson and Oscar Browning in the nineteenth-century DNB. Laurence Binyon, Robert Bridges, Lord Curzon, John Massfield, Ramsay MacDonald, A. A. Milne, Sir Arthur Quiller-Couch, Lord Ruthven and Arnold Toynbee are just a few of the contributors to the twentieth-century supplements.

It should be noted that The Compact Edition is not a condensed or concise version of the main DNB. It is the complete and unaltered text. What Oxford has done has been to reduce photographically each page of the main DNB so that 12 pages of the original are now reproduced on each large (12" x 9") page of The Compact Edition.

In this way many more owners of small libraries (e.g. schools) can afford the shelf space and the cost of putting the DNB on their shelves. The result is a handsomely-bound set of two volumes of 3,150 pages, housed together with a magnifying glass in a stout open-fronted box. A complete set of bound volumes in a library can take up to 15 ft of shelving. The Compact Edition needs a mere five inches.

The magnifying glass provided is adequate for short articles, but it is more convenient to use a stand magnifier when a number of pages are read. The fact that the text has to be magnified does not in itself present insuperable problems and in practice can be rather fun.

The Compact Edition has other virtues of its own. There is a comprehensive index to both the nineteenth-century and the twentieth-century DNB while the sixteenth-century supplementary volumes have been rearranged in one alphabetical listing. Inevitably, modern research has uncovered many new facts which illuminate, exonerate, or even vilify those whose biographies were written many years ago. New interpretations have meant that many of the judgments expressed in the DNB have been modified or qualified by modern biographers and historians.

There are significant omissions, reflecting a different approach to biography at the time when the first entries were written. Some wars are left out and others not fully described. Prevailing opinion unsaid.

For instance, Oscar Wilde is noted as having been charged with offences under the Criminal Law Amendment Act but their precise nature was not specified. Similarly The Picture of Dorian Gray is described as having "an undercurrent of very disagreeable suggestion" but exactly what, and why is left unsaid.

The biographies are far outweighed by the advantages, however. As a source of factual detail the DNB is unrivalled in its field. Moreover each entry unfolds succinctly in prose that is almost always elegant and assured. In fact, the DNB is rather "a good read". That 37,000 biographies and 35 million words should be accessible (without using microfilm) for only £45 in a carton measuring 5 in in width, 10 in in depth and 14 in in height is truly one of the wonders of modern publishing.



Elizabeth I and her courtiers. Taken from "Explorers from Britain" by Christopher McCarthy (this background book covers the period 1485 to 1779, from Cabot to Captain Cook) (Batsford Explorers series £3.75. 0 7134 09885).

JOKEY VIGOUR AND SOBER FACTS

By Tom Corfe

Picture the Past, Gods, Greeks and Romans, Knights, Priests and Peasants, Kings, Queens and Jacks. By Ron Sanford and L. E. Snellgrove. Longman £1.50 and £2.95 each. Exploring History. The Romans in Britain. By Dorothy Morrison. The Vikings. By Sidney Wood. Voyages of Discovery. By Ian Gillmore. The Jacobites in the Forty-Five and Transport in Scotland 1750-1850. By A. D. Cameron. Oliver and Boyd 85p each. The Victorians. By Michael Pollard. Heinemann Educational 55p. Life in the Castle in Medieval England. By John Burke. Batsford £4.50. Landmarks: Processes. By Jack Bail Blackwell £1.60.

A knight, his space-helmet adorned with peacock's plumes and his shield striped wildly with every shade from argent to sable and back again, bloodily "bashed" another sporting a random assortment of mail and a pretty checked surcoat. Ron Sanford's garish cover is a long way after its medieval way of life. The original, it jars. So does the whole series, Picture the Past, with its crude, jokey vigour, its sloppy, slapdash appearance, its jerry-messy colour and its exuberant, infinite variety.

At one level this is a terrific success. No doubt about it. This series will catch some kids who might otherwise sit bored in the back row. It will hook them and drag them in, reading the nuggets of history littered so carelessly among the gimmicks. What fun to find an intrepid television interviewer quizzing Henry VIII about his treatment of the monasteries! How jolly to learn all about Athens from the backs of scribbled picture-post

cards! Let's all have a good snigger over that splendid comic advert offering school-leavers a career in monkery!

Invention and humour never flag, and the fun is often clever as well as crude. The text, deliberately scrappy, is more substantial than at first appears: errors are relatively few; pictures are plentiful, though more decorative than informative. This is history for the Sun reader, for the disco addict with a stroboscopic mind, a chaotic assault on inhibitions and enjoy it enormously, but they won't be helped towards systematic study, sound thinking, or neat and careful work.

It is something of a relief to turn away from this exuberance to the dour, tight-packed Scottish sobriety of Exploring History. Explore we do, guided through primary sources chopped into easily digestible snippets by insistent questioning. The authors show impressive grasp of their material, and present it attractively. At a better price they lead us through archaeological and saga to learn and think about the Viking way of life from the inside.

Sometimes, though, big issues are lost to sight in the elaborate detail of documentary study. Transport in Scotland and Voyages of Discovery give little impression of the revolutions they are describing. The thought and securing involvement. This is a worthy and worthwhile series for those who can be persuaded to think about the past. The Victorians goes all out to annoy. Distressed by those who "think of the nineteenth century as 'the good old days'", Michael Pollard offers enlightenment. In his social cake "the wealth of the

top two layers was provided by the work of the people underneath". Whose side were the police on, he asks, presenting evidence selected to show on whose they were not. Landlords, factory owners, councillors, MPs, are blamed for the blackest aspects of a very grim picture. "Shopkeepers cheated whenever they got the chance", we are told. "Why do you think the Victorian middle class are often described as hypocrites?" Decidedly a provocative book, and excellent for those who need to be provoked.

Life in the Castle, a handbook for the library, is good-looking, pleasant, unexciting. Interpreting his little generously chosen rambles around assorted aspects of five centuries, his generalized descriptions are too rarely illuminated by life-giving detail. His plentiful illustrations tell us little, and their captions nothing at all.

The Landmarks series has everything this book lacks. It is original in aim, ideas, information and illustration. Jack Bainbridge is concerned with how the past worked in both the narrow and the broadest sense, so that children can discover around it, through active, industrial archaeology (or perhaps the enthusiasm and expertise of its practitioners) frightens many of us; but if you want to encourage children to enjoy their school history, the series is one of our visible past, this is a first-rate guide.

We are taken from a Devon bakery to an illicit distillery. In the Highlands, by way of potteries and lime kilns, salt works and sewer gas jammers, foundries and shot towers. Fascinating revelations and intriguing experiments tumble over one another. Limited though its appeal may be, this is undoubtedly the best in a very varied collection.

accuracy. The suggested building of an underground railway in London in 1846, and the Marston bowlers in 1854 cartoon are but two examples of this clarity. Founded in 1841, it ferociously championed the "underdog" and became, by the Diamond Jubilee it had become, a family establishment, middle-class, "family" periodical.

Early contributors were as radical as Cobden had been in his day. Even the Throne and the nobility were by no means sacred, and were attacked by a manner which would be thought distant even in our permissive society. The originator of the new railways was sharply criticized. "There is no place like Home—but the difficulty is to get there," pressed labour, the impact of machinery on workers, looking in the Mirror. "The world is a very different place now," wrote T. S. Arthur, more unflinching

social criticism on such subjects as brash adolescents, the "hostile pavilion" in London's streets, and the "striking Mania" showed Punch's sympathies now rather "upstairs than down". He poked fun in the plebeianest way at crinolines and bustles, the feminist movement, cycling, and the "Prince of Wheels", and at intellectuals in his "Bookish Office". Politically, he was sternly critical of Gladstone, Disraeli's relationship, Queen of Income Tax, the aims and of our colonial expansion; with its "Nabobs, Nobles and Hobnobs" in India.

Welcome to the Golden Jubilee was muted; but by 1897, a quarter of the world loved and appreciated a blonde "Queen". Then adding her to "The Roll of Great Mortgages" in a memorable Pevsley drawing at her death.

A NATURAL AFFINITY

by Vivienne Little and Margaret Legge

When we undertook a combined professional course in drama and history with middle-school students in their second year of training, we were committed to two principles: first, the development of critical experimental responses to pedagogical problems in intending teachers; second, the encouragement of genuine integration, as opposed to the ill-informed correspondences characteristic of much work purporting to break down subject barriers.

About half the students had specialized in drama or history, the rest in neither. In order to fulfil our aims students had to understand the nature of each discipline, respect its demands, and use exploratory approaches. We were interested in work on a classroom scale and in the effects of process rather than performance. Experience of such work at student level was, we felt, essential to successful practice with children.

The course began with exercises to give students a vocabulary of dramatic techniques such as role-play, improvisation and simulation, and an introduction, via printed materials available in the library, to the original sources behind history textbooks. An evocative of the varied human experience contained in generalization.

To the challenge of immediate practical work was added that of intellectual rigour. History and drama have a natural affinity, let us say, but the two disciplines, as they differ. The essence of history is the elucidation of the particular, the ultimate concern of drama the demonstration of the universal. Historical accuracy must not be sacrificed to dramatic effect, yet neither must a scholar's precision impede the flow of drama.

A pattern of work emerged from these preliminaries. After individual assimilation of documentary material, and small group discussion, students were urged to think in their feet, to take roles, improvise actions and words, and consider spatial relationships. For

those unfamiliar with dramatic method, drawing upon even rudimentary skills of imagination, speech and movement was daunting, but it proved valuable. The stimulus of the practical task involved the group and engendered questions about fact, opinion, ideas and technique much more usefully than had they been tutor-posed. They needed to echo contemporary modes of speech, for instance, led to careful investigation of social attitudes, relationships and attempts to suggest period costume, involved study and practice of movement and gesture.

Next, work was refined for presentation: a clear standpoint was adopted, a dramatic shape developed, movement organized, dialogue rehearsed and simple props, costume, sound-effects or lighting added. Despite feelings of inadequacy and exposure, students found the sharing of work with other members of the class a fitting culmination, which brought a satisfaction which often surprised the inexperienced.

The presentations were then thoroughly examined. Since all had been performers and audience a just appreciation of effort and attainment made criticism acceptable, ensuring that discussion nourished a desire for understanding and recognition of the value of attention to detail. Students then evaluated the work in terms of its educative potential, considering whether historical knowledge and insight had been gained from the attempt at practical reconstruction, and whether the source material had provided scope for creative activity. This was combined with appraisal of our own principles and methods. Finally, they considered how any educative potential they had discerned might appropriately be translated for work with children.

Of 1381, a group of students used improvisation through role-play in family groups to clarify the consequences of the last poll tax. The arrival of a tax-collector in a village

was preceded by unrest and rumour anticipating an exciting moment of confrontation, which in turn precipitated riot and disturbance—the under of rebellion. The predicament became real for the participants: interplay was dramatically rewarding.

Dramatist and historian were equally excited. The former found the original documents a great well within the zone of class teacher and classroom. The latter heard students asking historical questions, wanting to find answers, recognizing how firmly was the evidence on which many text book narratives were based and arriving at judgments of a level of complexity rarely elicited by formal methods in so short a time.

The search for historical accuracy strengthened rather than weakened the quality of the drama, as when a portrayal of strip-farming was vitalized by precise information about medieval agricultural implements. Frequently, especially perhaps in the area of human motivation, the needs of drama absorbed all the historian could know, taking him beyond the limits of his sources, stimulating that controlled history of imagination without which history is dry as dust.

The most rewarding piece of the five years was built around Sir Thomas More. Outstanding work, based upon a scene from A Man for All Seasons and a handout containing information about More's life and work, with extracts from contemporary documents, was produced by five students.

In discussion and role-play they found difficulty in establishing their thinking about the problems and decisions facing More in his dealings with hostile authorities, a statement of considerable impact. In rehearsal the starting point was to show More in conversation with those who opposed him—his wife, his daughter, the King and the Church—seated in a line opposite him. This conveyed information but



The history/drama group at work. Photo: University of Warwick

was not satisfactory dramatically. From a somewhat confused awareness, on the part of the student playing More, that the arguments he was hearing were also part of his own thinking, came the notion that the four should be assimilated by Thomas and speak as his alter-ego. Visually, improvement was effected by placing More centrally, with the four bearing upon him from varied levels, until he was overwhelmed by what he saw as the evil in and around him. Success was achieved by careful selection and rejection of material and ideas. No words or

movements were extraneous and historical veracity was maintained. The piece had something more pertinent to say about More and about the individual conscience and society than either subject might have achieved alone. Respect for the integrity of both disciplines had been through research and experiment to the integration which was the goal of the course.

Vivienne M. Little is lecturer in history and Margaret R. Legge is lecturer in drama at The University of Warwick.

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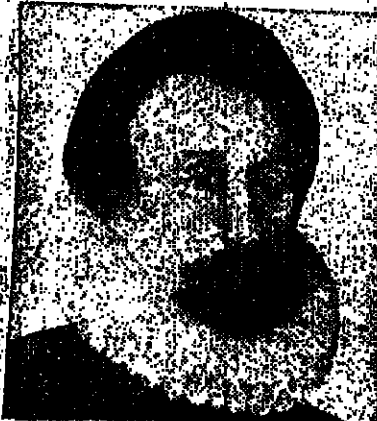
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Richard J. Brown and Christopher W. Daniels consider history and its broad appeal from the viewpoint of the less able

INTERRELATED ISSUES

One of the most enduring things about history as a discipline has been its broad appeal. It is a subject which is still largely over-subscribed at universities and colleges, and public libraries—in many ways a medium of public taste—always have large gaps in their history and biography sections because of heavy borrowing.

In secondary education the two Schools Council projects, the Local History Classroom Project, the N and P proposals and the gradual movement towards the "new" history show it to be a potentially dynamic and continually developing part of the curriculum.

History is no longer under attack, as it was in the early seventies, from the humanities approach and has developed new methods of teaching and a different approach to content. In many secondary schools two out of every three pupils opt to continue with the subject beyond thirteen. This paper attempts to look at history and its broad appeal from the viewpoint of the less able.

The Schools Council projects, particularly History 13-16, the initiatives of CSE and O level exams and the inventive Mode 3 teacher, and to some extent the skills based approach, assume that the pupil taking history will do so to external examination level. This is quite proper.

But what about pupils who are incapable of taking these external examinations? By less able we mean those pupils who can, at best, achieve CSE grade 5—itsself a major achievement for some 16-year-olds—or who are considered to be unsuitable to sit any public exam in history.

In many schools the less able are channelled into non-examination courses, of which history may or may not be a component part. We want to argue that an alternative to this is for the history department to run courses for the less able taught by historians and see this as educationally preferable to them being siphoned off into an integrated studies or humanities structure. This is an area of the curriculum which has been largely ignored in any specific sense, by the developments of the past ten years.

Those who favour segregation of the less able into specially designed remedial units may shrink from the suggestion that non-remedial specialist teachers should take an active part in composition and instruction. If there is ever to be a successful "language across the curriculum" policy for the less able, then it is crucial that the responsibility for this should lie with all departments in a school and not just the English and remedial ones. It means teachers with remedial experience or training in all departments wherever practical, in-service training for specialists in teaching the less able, and a department which is as new to it as somebody's else's job.

The problems the historian faces when dealing with the less able are many, but we think that they can be focused in the three interrelated issues of language, attitude and course.

People have always used language in different ways. Unless this different usage of language is realised, any provision made for the less able will be less able, in particular, will fail at the first hurdle. Precision in language, a realisation of an individual pupil's language level, and a positive approach to extend it are crucial.

The historian has to deal with all subjects in the curriculum. It is, therefore, up to the historian to use language as simply as possible, with the less able and also extend his pupils' skills.

The pupil studying history will acquire his information from a variety of sources which will probably not written with him in mind. A pupil with a reading age of ten, for example, will find it difficult to read a chronological list of 14 years, for example, and most of the books written for his age totally miss the point. It is crucial to develop a strategy for dealing with this fundamental difficulty.

A linguistic skill as any other. The less able pupil needs to feel a degree of success quickly or he will get bored or just give up. The History 13-16 Project evaluation suggests that teachers underestimate the intellectual potential and conceptual sophistication of their pupils. To develop this potential and to prevent boredom the pupils' linguistic ability needs to be brought up to a level where he can deal rapidly, clearly and concisely with the acquisition of basic information. Unless this can be achieved many of the skills which are seen as being developed through history cannot be attempted or understood.

Narrative and descriptive work form the basis of this linguistic approach to teaching history for the less able. They are fundamental to successful history teaching for them, as through them the less able pupil can learn to identify the "facts" as well as extending the language usage needed to express them, through accurate and descriptive work. It is possible to develop an understanding of concepts, to allow the pupil to develop a clearer understanding of the relationship between cause and effect and through them move on to the more complex skills of analysis and logical presentation.

We feel that narrative and descriptive work will form the basis of a course for the less able and that they should be approached through the three language methods at the historian's disposal—writing, reading and oral work. Through writing regularly the key area of linguistic development may be extended.

This may best be achieved through structured note-taking, the development of pre-writing techniques, emphasis on clear, by which we often mean legible, and ordered presentation of work and finally by the extension of vocabulary.

What use are reference skills if the pupil does not know how to extract the information or present it? Many different linguistic skills can be developed through reading—what the words actually mean and what different words could have been used, how to use a contents page and index, how to interpret a photograph or graph.

The final area of linguistic development is through oral work. History cannot really exist as a positive force in education without discussion and debate. This questioning and sceptical ability can be developed orally through role-play, drama and especially in the case of the less able, through the use of puppets or puppets and especially for those who find formal writing difficult.

The historian who is teaching the less able has a clear obligation to define clearly his attitude to the less able and to establish planned means of tackling the problems that arise. He will certainly not act in isolation but seek the guidance and assistance of those expert in language in his school and establish closer links with his "teacher" schools.

The eventual outcome of discussion and oral work will be a coherent attitude towards language in history for the less able which can take its place in conjunction with the language policies of other departments for the less able hopefully developed within the comprehensive framework of "language across the curriculum".

The second area we identified as having major importance in history and the less able is attitude. It is a truism to say that if you treat somebody as a child then he will act like one. And few textbooks for the less able in history appear to appreciate this.

A low ability sixteen-year-old, who is almost certainly aware of his weaknesses, does not need to be reminded of them by juvenile textbooks which are not necessarily too simple, but whose tone is both patronizing and immature. There is a real need for books on historical subjects that are written with the less able in mind.

less able will be taught in mixed-ability groups up to the age of 13. It is only in the past two years of compulsory education that a real course designed for the less able becomes feasible.

Many English and maths departments have produced schemes which result in a certificate of competence being awarded at the end of the two-year course. We think this practice should be extended into history. What do we hope that a pupil of low ability will achieve as a result of a two-year course? It is crucial that any course should extend the principles laid down in the earlier years at school, and that it should encourage enjoyment of the subject and by extension of education generally.

It should provide the opportunity for the pupil to develop some understanding of the interaction and relationship between individuals and groups of various sizes, and an awareness of his place in, and responsibility to, contemporary society. It should allow the pupil to develop an appreciation of change and continuity and extend his linguistic capabilities through concentration on the importance of language in its different forms.

At the end of the two-year course each pupil will be assessed in four different areas: first, on a termly basis; second, a component for oral work; third, written exams, and finally, a piece of extended work of either written or oral work. As a result of the assessment an internal certificate will be issued by the school.

In many ways it is the content which is the more important element, within any non-examination course since it is information and knowledge which the less able pupil often lacks. While not claiming that the course we advocate is definitive it seems to us that the content outlined below would be of great value for the less able pupil. There are four main units in the course.

Why does man work? This is an important issue for all pupils, but perhaps even more so for the less able. Through this basic question it is possible to move on to look at how national and local economies have developed through time.

Why does man live in communities? This is closely related to the first since it is possible to look at the social results of economic change in both national and local areas. This question is best approached through comparative work on the different communities and should result in the pupil having a greater understanding of different types of society and the different attitudes they display.

What happens when people disagree? This unit examines the ideas of stability and conflict through time. It is directly related to the individual's own experience.

Why is the world like it is? The basis, second, a component for oral work, the world has developed since 1945. Through this the pupil should develop some understanding of the world situation and as a result make news programmes more comprehensible. This unit also looks at the question of political literacy and the individual's political responsibilities.

Any syllabus can be criticised for what is left out, but we feel that this course is generally made since it is relevant to the pupils and their own experience; it gives them an understanding of the world and it provides some understanding of the world situation and as a result make news programmes more comprehensible. This unit also looks at the question of political literacy and the individual's political responsibilities.

Once the three questions of language, attitude and course have been resolved satisfactorily then it is possible for the less able to be integrated successfully into education in history which are both educationally valuable and acceptable. It is time the Schools Council considered this.

Richard J. Brown teaches at Houghton Regis, Upper School, Bedfordshire. Christopher W. Daniels teaches at The Royal Latin School, Buckingham.



Recommended for 9-13 year olds "Markets and Shops" edited by Laura Fransella (Macdonald Educational) ISBN 0356 058115, packs in a lot of information on every aspect of its subject, well illustrated and with a good index.

OF PRIMARY IMPORTANCE

By Zoë Image

I have chosen to make this plea for primary history, if indeed such a plea is needed, for a variety of reasons. I write both as a junior school teacher, a parent and as someone involved with in-service training.

Increasingly more and more often as I have visited schools I have seen excellent projects and exciting work and thought what a shame it is that more of this creative work is not channelled towards primary schools. I mean, as I write, in its own right.

One must start from areas that are accessible to children's imagination. How people lived for example, what they looked like. At the same time we must not underestimate them. Children from all kinds of backgrounds are able to gain insight and excitement from the study of "romance" of history.

Many seem in the last few years to have lost their identity in some primary schools. I am writing this article to ask us to consider why this should be and to consider the advantages of history as a subject.

I ask the question why do we teach history at all in primary schools? I would say, first, because it is so interesting. It is, and is so relevant to all our lives that it sets people, things and places in a time scale and perspective that helps children make sense of the world and to begin to appreciate the great range of ideas and civilisations that have existed.

The second main reason for including history would be that children enjoy learning it. When one thinks of what should be included in the primary timetable one would consider the excitement and interest to be gained from the study of history.

In my junior school experience I found that the children not only learnt a great deal, but that they were enthusiastic and keen on working hard in the subject.

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George III. By Amanda Purves. ISBN 0356 058115. £3.95. 85340 498 4.

There were two English kings with the same name. The most striking contrast perhaps was in the way of their domains. The first was the loyalty he inspired in the Danish threat laid for the union of England and Wales. George, when he was crowned, lost only a small part of his territory which was under British rule. In the centuries, they did, and did something, a life, for the sake of the people and the

History has elements of mystery and wonder for children. It has great scope for poetry, stories, songs and beautiful treasures. For children who can visit museums there is literally a treasure trove of beautiful objects to discover.

Leaving aside the magical elements, teachers also like history because it can teach children some valuable lessons about how knowledge is acquired, which is in itself a fascinating study. I have already mentioned museums and these can be a sophisticated way to acquire knowledge, used properly they become a very "scientific" source of precise information.

History teachers can show children the different types of evidence used to reach historical understanding. Leaving to collect and weigh evidence, to select and examine material from a variety of sources, is surely, the kind of skill we should, as teachers, be developing in our children.

Take, for example, a topic like Norman Britain. Teachers can use the contemporary records written at the time, the Domesday Book, the artistic view of events, the Bayeux tapestry, and accounts written by historians of the time. If one adds to that the buildings, castles and churches that remain as well as more recent historical comment, there is obviously a great variety of techniques for gaining the information required, and it is sound historical material that a teacher can use.

One does not have to be a trained historian in order to teach primary history as long as one uses the resources available and prepares the work thoroughly. History also provides opportunity to remember human achievement both by individuals and nations.

In a world which is sometimes presented as full of strife and

troubles teachers find that children respond very much to the positive models and lessons that history can show. That history does meet this need can be shown by the vast number of people who flock to see our stately homes and historical sights. It also shows that love of history is not confined to any particular age group or background.

I think children can learn some things from history that are perhaps unique to the subject. It shows the rise and fall of civilisations and points out that society is not a permanent structure but a changing thing needing understanding and tolerance to survive.

History demonstrates the ravages of war as well as the flourishing of the arts in peacetime. It gives children a feeling of being in a context of time and space, it broadens their horizons and helps us to look forward as well as back. Hopefully, it helps children to understand that we must value and preserve the beautiful and unspoiled things not only for us now, but for future generations.

We would all be less culturally rich if there were no old buildings, museums or ruined castles to explore. History also brings more understanding of the present day by looking at how countries have been formed, settled and changed over the years.

Looking at all the points, the enthusiasm, the acquiring of knowledge and relevance to history, I for one, would be sorry to see it disappear as a separate subject in our primary schools and I believe children would, too.

Zoë Image is deputy warden at Camden Westminster Teachers' Centre. The views expressed are personal and not necessarily those of the Authority.

all suggesting that what evidence there is has been fairly interpreted. Amanda Purves uses evidence more selectively, and some of her conclusions can be challenged. It is not necessarily the loss of the American colonies and his madness, as she suggests, which mark George III's reputation, but his political ineptitude, his insensitivity to social problems, and his obstinacy which cannot be redeemed by good intentions. Morality and domestic devotion too must be questioned in someone whose personal life was a disaster, who alienated his sons and tried to incarcerate his daughters. There is much to value though in George III if a straight biography is wanted which concentrates on his subject's life, while ignoring, as with social and economic changes, some important aspects of his time.

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Hardback 07165 3481 X £5.50 net. Paperback 07165 3482 8 £2.75 net. Inspection copies from the Educational Department.

John Murray

20 All Saints Street, London W1X 8AD

History plays a vital part in helping to orient self and group perceptions and the world context offers the widest possibilities.

THE WORLD IN TIME

Nigel Fife on history teaching at Tulsa Hill School

Roots was a successful and moving television programme. Previously the world had been popularized in such diverse forms as BBC's *From the Grassroots*, based on Birmingham, and "Roots reggae" on the streets of Brixton. History must contribute to this roots phenomenon.

History teaching was saved from the permanent extinction of integration during the heady 1960s by a re-examination of its role in the curriculum, the introduction of a skills and evidence based approach and a sometimes revolutionary action of history teachers who did not want to wear any new clothes.

The subject has always played an important part in reflecting the concerns and preoccupations of each generation. We are all history consumers in as much as we try to place ourselves in time but this process is often related to a folk memory rather than an evidenced reality.

Many teachers accept relevance as an important aim in teaching and although talented teachers can make any esoteric subject relevant it does seem that world history fits this bill. The ILEA has recognized this and funded a grand scheme for its schools but the test is whether this variety of history is as important for the pupils of Colchester or Carlisle? I believe it is. It is no longer sufficient to present Britain or Europe as "the world".

Freely oneself from a Eurocentric or ethnocentric view often means taking a refreshing look at British or world history in a new context — a world perspective.

Debate on history teaching was once purely concerned with syllabus content. The "new history" has redressed that imbalance but I would suggest that course content provision of published materials and resources is still a vital, important, issue.

History is a cultural medium and what schoolteachers select to make available to their pupils sets this information in a symbolic context. Many of the books related to teaching history could equally well form part of a social sciences course, but the unique contribution of history is that it deals in time.

History plays a vital part in helping to orient self and group perceptions, and a world context offers the widest possibilities.

Personal orientation comes first. History courses in higher education are dominated by British and European history. The appointment of Terence Ranger, an Africanist, to a chair of modern history is an exception. But history teachers at Tulsa Hill School broke new ground, mainly to cater for the needs of groups and pupils of Afro-Caribbean origin, and this led on to other discoveries and insights. The most important single theoretical source was E. H. Carr's *What is History?* and *The United World* which I came to with much trepidation as the title

seemed rather stargazed, but revelation would not go too strong a word to describe his writer's ability to superimpose events and personalities of whom I had never heard on to the more "known" history of medieval and modern European history. This, combined with the practical information from the School of Oriental and African Studies extra-mural division resources collection and the earlier impact of E. H. Carr's *What is History?*, led to a reappraisal of my historic centre of gravity: the realization of a whole new world which had existed long before the Europeans discovered it and which had produced people of fame and objects of interest which were, of course, the equals of European culture.

This infinite amount of world history means a fundamental reappraisal of the already overloaded curriculum. At Tulsa Hill School we looked very carefully at what we wanted to teach and why. First we decided that the history of the twentieth century was the most relevant. The difficulties were obvious but these were balanced by the vast amount of film, photographic, disc and audio-visual resources available. The decision was taken to package this as a course for the fourth and fifth year pupils when history is an option taken by up to half the pupils.

What was to be appropriate history for the younger pupils who might go on to study history or leave it after the third year? The first fundamental was that pupils should be given a comparative course which looked at the development of the world in time. Then we decided that the history of the twentieth century was the most relevant. The difficulties were obvious but these were balanced by the vast amount of film, photographic, disc and audio-visual resources available. The decision was taken to package this as a course for the fourth and fifth year pupils when history is an option taken by up to half the pupils.

A fresh approach was embodied in the third-year course when "history proper" was undertaken. The principles behind this were that we should clearly establish the identity of each area of the world as a cultural whole, and account for the change which had occurred between this time and the situation in 1990 when virtually the whole world was colonized by Europeans or in the control of their descendants. The course was arranged chronologically from the time of the first settlement within specific themes. It was decided to establish the world as it existed circa AD 1400. The essence of the cultures of each area chosen (Europe, Africa, India, China, North America, South America and the Caribbean) was presented, using as much original evidence as possible, at around the time when each area existed as a virtually self-contained unit. Few school books had this recognition, so members of the team chose areas to research, and then

produced curriculum materials, according to individual interests. The question was still how to relate these individual areas to the European dominated world of 1900. This was accomplished by the imposition of a thematic approach onto a chronology. We found that the best way to show the changes that took place through an examination of contact between peoples. The department spent the first of several working weekends in defining types of contact: cooperation, exploitation, rejection, settlement, mission, forced movement, voluntary movement, refuge and resistance. Worldwide examples of these sorts of contact were then suggested and people undertook to research and present the information for classroom use. This scheme showed the complexity of various situations in a form which could be handled more easily. It allowed for many comparisons as for instance, between the forced movement of slaves and that of transportation of convicts from Britain.

In the Indian Ocean one can examine both the voyages of da Gama and Chong Hing, the arrival of a study of industrialization and imperialism, outstanding features of the nineteenth century world, would tie the strands together. Presently this has not been achieved and I covered very briefly at the beginning of the fourth year course.

Having achieved a world focus we now felt more secure about approaching local history. The impetus for this came by chance when a visit to Lambeth Borough archives revealed two important documents from the 1780s. The first was that Lambeth people were being sentenced to transportation to Africa. This was true then the second of the situation as compared to today did not escape us. Then there was the court report relating to "Timothy, Martin, a negro" charged with committing a felony on the 17th of January 1780. Further investigation revealed that Dr. Johnson's black servant Francis Barber lived at Streatham until the death of his master, whereupon he married and went to live at Litchfield. The second document took on a new dimension. There were probably 15,000-20,000 black people in London alone in the late eighteenth century — a British black community.

Two factors are important. The first is that this feature of British society is important for everyone to know about; whatever people live, because of the continuing problem that many white British people make about race. The second is that settlement of groups of different parts of the world has been a continuing feature of British history and the evidence of their presence, whether they be Huguenots, Jews, Indian slaves, Irish or black loyalists who fought for Britain in the American war of independence, can often be found locally. Interest in the early black British has led to information coming in from every different part of the country and not just from the seaports.

The Sillies continued from page 38

paid for it with Roundhead occupation. But these troops then mutilated the Royalists, under Sir John Grenville, returned with Admiral Blake all the severed heads put in forced cases to return to France three years later, building in the process the waterway fort on Treco now called Cromwell's canal.

Following a brief Dutch "invasion" in 1667 and the theft of some sheep, the threats died away. Sillies' eighteenth century military might consisted of two dozen Chelsea pensioners and a largely obsolete local presence. Renewed fortifications, local presence and the arrival of Napoleon's threat, and further commitment took place in response to the threat of the turn of the century.

After the 50. First World War ships were used to bring in of Sillies' water supply. The plan was to be rescued and the plan

population was temporarily boosted by up to 1,000. The Second World War brought new shortages, black out problems, exposure to air attack and, two days after VE day, the surprise of the first V-boat.

But Sillies' history is dominated by its wrecks. The most famous Torrey Canyon wreck, the first oil tanker to be wrecked, was wrecked in Sillies' Bay in 1967, now the site of a huge diving operation with five of the largest diving bells of the world. The wreck of the *Clonmel* was wrecked in 1970, now the site of a huge diving operation with five of the largest diving bells of the world.

Most wrecks were photographed by the Sillies' Gibson family. Frank Gibson was a local collector of wrecks and his ship on

the local churches — Anglican and Methodist — both run twice-weekly island shows of island life during the season. A special Ordnance Survey map covers all the islands on one large-scale sheet and there is a series of informative booklets ranging from wrecks to sea-birds and flora.

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The European discovery of people in America influenced The Old World's view of its own prehistoric ancestors. These drawings of the North American Indian (left) and a Pict (right) are by John White (1585-90) and are taken from "An Introduction to Archaeology" by David Miles. (Word Book £4.95, 0 7063 5725 6.)

The fourth and fifth-year courses were designed to operate within a world framework and cover issues of concern to the world. After a chronology of the twentieth century they are able to choose to look in more depth at the cause of conflict in the Middle East or the Northern Ireland, the consequences of the Chinese revolution or of industrialization.

An alternative series is *Black History* packs are now being marketed at especially as their format enables selective use of the materials. The SOAS stands has been responsible for another comprehensive series, the *Harper World History* programme. The coverage is wide and each book has a collection of documentary evidence. To keep down costs, though, the books are rather dowdy and the student has to break his reading of the narrative to refer to the documents which are all printed together at the end.

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Few ILEA school history departments appear to have carried out such a complete re-evaluation in their approach to the subject. Many teachers feel that they want to concentrate on improving the teaching and learning of history and rely on using information with which they are more familiar. Others in-

corporate studies of different parts of the world into part of their syllabus, often in the lower school only.

I have tried to show why one school and one group of teachers feel the need to go further than this. Publishers are becoming more sensitive to the provision of non-Eurocentric materials. The ILEA's *World History* packs are now being marketed at especially as their format enables selective use of the materials. The SOAS stands has been responsible for another comprehensive series, the *Harper World History* programme. The coverage is wide and each book has a collection of documentary evidence. To keep down costs, though, the books are rather dowdy and the student has to break his reading of the narrative to refer to the documents which are all printed together at the end.

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Early Headships continued from page 32

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Inner London Area Payment (£200 per annum) in addition to the appropriate Burnham salary scale.

Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the authority of a change of residence is essential; payment in terms and fees for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers proved cases, receive assistance with the legal costs of obligatory expenditure such as change of electric or gas of the house within six months of taking up an appointment, and family have to be left in the previous home while new is paid for a period not exceeding six months. This allowance is the Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.

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CITY OF COVENTRY

Required January, 1979.

Assistant Teachers

BARR'S HILL MIXED COMPREHENSIVE SCHOOL

Radford Road (940 on roll)
MATHEMATICS to 'O', 'A' and Scholarship levels, Scale 2 for suitable application.

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COUNDON COURT MIXED COMPREHENSIVE SCHOOL

Northbrook Road (1,645 on roll)
1. SCIENCE to all years, C.S.E., 'O' and 'A' level for suitable candidates, Scale 1.
2. FRENCH, Scale 1

Closing date 11th December, 1978
Canvassing disqualifies.

Apply by letter giving full details (age, qualifications, experience) and a recent photograph of two recent references and copies of two recent test results to the Head Teacher of the School concerned, unless otherwise stated.



Tryside Regional Council

EDUCATION

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PRIMARY

(D) FINTRY PRIMARY SCHOOL, DUNDEE
ASST. HEAD TEACHER (EARLY EDUCATION). R.A. 2986.

SECONDARY

(D) CRAIGIE HIGH SCHOOL, DUNDEE
(Re-advertisement)
ASST. PRINCIPAL, TEACHER OF HOME ECONOMICS. R.A. 2988.

(D) LINLATHEN HIGH SCHOOL, DUNDEE
ASST. PRINCIPAL, TEACHER OF ART. R.A. 1709.

(P) PERTH ACADEMY
ASST. PRINCIPAL, TEACHER OF MUSIC. R.A. 2884.

(P) ST. COLUMBA'S R.C. HIGH SCHOOL, PERTH
PRINCIPAL, TEACHER OF GEOGRAPHY. R.A. 2777. (Candidates should also preferably have an interest in Modern Studies.)

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MATHEMATICS, ENGLISH.

(D) KIRKTON HIGH SCHOOL, DUNDEE
PHYSICAL EDUCATION.

(D) LINLATHEN HIGH SCHOOL, DUNDEE
FRENCH or FRENCH/GERMAN.

(D) DUNDEE SCHOOLS
PHYSICAL EDUCATION.

(P) KINROSS HIGH SCHOOL
GERMAN (preferably with FRENCH).

(P) PERTH HIGH SCHOOL
GERMAN (preferably with FRENCH).

(P) ST. COLUMBA'S R.C. HIGH SCHOOL, PERTH
FRENCH and GERMAN.
TECHNICAL EDUCATION.

CHILD GUIDANCE SERVICE

(A) EDUCATIONAL PSYCHOLOGIST—ANGUS DIVISION
Applications are invited from qualified persons for the post of Educational Psychologist in the Angus Division. The successful candidate will be responsible for the provision of psychological services to schools and the community. The post is full-time and requires a minimum of five years' experience in the field of educational psychology. The successful candidate will be required to hold a degree in psychology or a related discipline and to be a member of the British Psychological Society. Applications should be sent to the Director of Education, Angus Division, 100 High Street, Dundee DD1 3JL, by 15th December 1978.

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SECONDARY Technical Studies

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Headmaster: Mr. J. C. Venn, U.F.C.

REDAFORD

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LINCOLNSHIRE

continued

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Other Posts on Scale 2 and above

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Sixth Form and Tertiary Colleges

Other Posts on Scale 2 and above

**BOROUGH
OF
HARINGEY**

ENGLISH LANGUAGE RESOURCE CENTRE

This centre is the base for a team of specialist teachers who work throughout the borough with pupils needing help in English as a Second Language and in general language development. Teachers meet together once per week for their own discussion and training.

There are vacancies for secondary team members with teaching experience in British Multi-cultural schools and appropriate qualifications (e.g. RSA Certificate) in teaching English as a Second Language. The posts involve working in one of the borough's comprehensive schools teaching E.S.L. and liaising closely with colleagues in all departments within the school.

These posts carry a Scale 2 salary.

Further particulars and application forms may be obtained from the Chief Education Officer, Education Office, Somerset Road, Tottenham, N17 9EH, to be returned as soon as possible.

London Allowance (\$474) payable.

Removal Expenses—100 per cent allowed.

Initial Training TEFL

**Meads School
of English**

Teacher Training Centre
2 Old Orchard Road, Eastbourne
Tel : Eastbourne (0323) 34335/6

The school is an authorised teacher training centre for the R.S.A. Certificate TEFL. Commencing January 6, 1979, the school will hold successful full-time 4-week courses in Teaching English as a Foreign Language. Certificate will be awarded to each teacher trainee who completes the course. Further details on application to the Secretary.

70 Arts/Reviews

Theatre and education

Front and backstage

Heather Neill

Theatreland Tours ran a pilot scheme at the Old Vic on Monday. Their idea is to arrange tours of the backstage and technical areas of theatres before a matinee, which the children can attend, all for the price of the theatre ticket. Teaching troubles were much in evidence this time: one was likely to be shown the prompt corner and scene dock and, feel depressed at having missed the wardrobe department or have to wait 20 minutes to attend the co-director's talk. No one seemed quite sure of the level of understanding to assume or even of the visit's purpose beyond superficial general interest.

For all that, one must acknowledge a disarming openness to criticism (a number of teachers and other professional observers were invited specifically for this purpose) and the basic idea is a good one. In future, there could perhaps be more than one kind of tour (concentrating either on the technical aspects of production or on the more academic—the director's approach to a script with actors to exemplify it, for instance). On Monday the day was a success despite organizational troubles because we happened to be in on historic building, occupied by a highly respected company (Prospect) who performed *The Rivals* with marvellous wit and energy in the afternoon. (This was an ILRA matinee, incidentally, and the audience was properly enthusiastic.) For more details of the projected scheme, telephone 01-240 0911. Incidentally,

Prospect at the Old Vic hope to extend their own contact with schools too. They are at present mounting similar schemes with a variety of other theatres and their education officer, Diana Garvin, can be contacted on 01-923 6111.

Across the road, at the Young Vic, a multitude of projects are under way. Recently a group of actors took a TIE programme based on *Pygmalion* into schools in the surrounding boroughs. Eliza told her story with the aid of snippets from the play and then a young man, Iggles, his mother and Packer, appeared in character to answer questions and accusations from the audience. At Lewisham School, an all girls' comprehensive, this was an opportunity for some passionate character analysis. The audience (as requested by the company) were studying the play for CSE and were able to make some valuable points despite occasional lapses into giggles or ill-mannered amateur psychology. The technique of continuing the role beyond the performance, fairly common in TIE, can be revealing, but it is also problematic. What the children may not realize is that they are asking an actor about his or her interpretation of a character, not delving for an absolute truth.

A few Christmas specials: At the Young Vic, *Hawaiana*, for six to 12-year-olds, opens on Tuesday, December 7. Daytime performances (01-922 6363). *A Night in Old Peking*, a version of *Aladdin* is at the Theatre Royal, Stratford East from December 14. *Aladdin* can itself be found at the Palladium (from December 19) and *Todd of Wood Hall* is at the Piccadilly Theatre with a new production, *Richard Scudler* as Mole (December 18 on) and

Peter Pan, starring Jane Asher, is at the Shaftesbury from December 18 and *The Glorious Man* returns to the Old Vic from December 18. The National Theatre presents *Herod* at the Cottesloe, previews from December 8. This is not specifically for children and is in repertory.

There are two pantomimes and Christmas shows all over the country, among them another *Aladdin* at Watford Palace (from December 18), *Dick Whittington* at the Belgrade, Coventry (December 14 on) and a new show by Willy Rushout *Santa's Wild West Show* at Nottingham Playhouse. London has two youth theatre productions opening soon: *Esau* (December 7-16) and *Blame it on the Boogie*, by Gilly Frieser, based on the attitudes of 25 young people to their own emotional and sexual experience, which will be presented by the Activists at the Royal Court between December 19 and 30. Numerous school productions are always due to take place in December, and we hope to review some of them, if circumstances allow. But there is already news of importance for next term. ILBA's Showcase is being revived and expanded in conjunction with the Greater London Arts Association. Schools and youth organizations will be invited to send representatives to see pilot performances of productions offered as suitable for young people. The first of the series will be at the Young Vic on January 30. Details from Iain Reid, Drama Officer, or Frances Colyer, Education Officer, GLAA (01-387 9541). Better still, on January 1, the Calouste Gulbenkian Foundation is to launch a fund of £10,000 to enable TIE and community theatre companies to commission new work from writers.

Music

Hope and glory

Hillary Finch at the Schools Prom

The first night of the fourth Schools Prom started almost imperceptibly. That is to say, in spite of Gordon Jacob's *Fantasia* and National Anthem played by BBC's Schools Brass Ensemble, there wasn't the same tangle of expectation, the young (and old) audience were less restless, the director's comments seemed to be only starting where they had left off last year.

The second group of the evening, the Cromwell Sunday Evening Group from North London, a children's chamber orchestra, played Vivaldi's Concerto in E minor for four violins and strings. Crisp dotted rhythms boded well for about three minutes, but then the uneasy clangour of the unambiguously amplified harpsichord continued made what would have been a delightful miniature into the distant memory of a valiant musical box, one of whose spokes was always just a little out of joint.

By the end of the third item, Tolmann's *Air* (Pittman) from the Suite in A minor for flute and strings, played with a cool restraint and dignity and a never-changing ritornello from Croydon Chamber Orchestra by David, the audience was less impressed than I've ever seen them before.

Then there were three consecutive groups of recorder players, from Gateshead, Hereford and London—and they played increasingly musically in that order, from a sweet but somewhat Country Garden to a highly enterprising Glenn Miller *Moonlight Serenade* with added rhythm section. (Where else would you hear recorders playing Glenn Miller?)

The Greater Twin Cities Youth Symphonies—who really should have made a bigger noise for all their plumes, kindled a few sparks in the *Spring* of the *Walden*—and a community theatre company to commission new work from writers.

movements from Ives's second symphony. The Darlington Youth Big Band red-blooded and, thank goodness, half with two energetic and fully controlled numbers by Don Runwick and Sammy Nestico, some excellent solo sax playing, and immediately alerted to the new possibilities of the second half, the audience caught fire at last, scarcely began to wave, paper darts flew, and down, and by the time the Elwood Steel Band (Croydon) reached *When the Saints Go Marching In*, everyone was clapping along.

As then Tim Rice announced Rick Wakeman and there was going back. The orchestra of Edward VI College, Stourbridge, played sensitively and warmly with him in some of his music from *The Six Wives of Henry VIII*. After this came an unusually anthological *Cunyo* a 12 by Gabrieli from the Dunwoody Brass Choir which obvious excellence showed in the subtly miscalculated spacing of the pieces, much as Durwin did, extending the life form in strikingly contrasting habitats: the fishy world of the Peruvian trench, the Amazonian jungle, the swamps of the Andes, the mountain regions around the Andes, the African rift valley. The programmes also give the impression of time travel, peering back at life as it was, or might have been.

Technically, conceptually and usually, this is quite the best thing I have seen since the last time I was at the Schools Prom. The programmes are well thought out and give an insight into the separate parts of the whole system.

As his best, Bellamy not only provides description and information but acts as a kind of seismograph registering the nature of the habitat he is exploring and relaying it back. He plunges into seas and jungles, climbs rock faces and mountains. He gets wet, muddy, hot, frozen, breathless, scratched. As he follows in the footsteps of an Amazonian Indian, who makes a rapid progress through the jungle, Bellamy flounders and tumbles. He doesn't just show us, but conveys what it feels like to be in the forest of the upper Amazon.

Thames

Time traveller

Francesca Greenoak reviews "Botanic Man"

Before David Bellamy, it was inconceivable that a programme about botany could get into the top television ratings. *Botanic Man* is half with two energetic and fully controlled numbers by Don Runwick and Sammy Nestico, some excellent solo sax playing, and immediately alerted to the new possibilities of the second half, the audience caught fire at last, scarcely began to wave, paper darts flew, and down, and by the time the Elwood Steel Band (Croydon) reached *When the Saints Go Marching In*, everyone was clapping along.

Vastly expensive projects do not necessarily give the best in quality, but this one repays its heavy investment, and it is good to see that schools will be getting a high budget programme.

The *Botanic Man* of the title, in one sense a choice epithet for David Bellamy himself, is intended to throw us back to ourselves. Man-kind is "botanic" because, whether we recognize it or not, we depend on even plants for our existence. The series aims to give an awareness of the plant world and how much we depend on it.

Each programme in this 10-part series was made in a different location, representing a stage in the history of the living world. Bellamy's series is a long way from *Santa's Wild West Show* and *Wakeman* and there was going back. The orchestra of Edward VI College, Stourbridge, played sensitively and warmly with him in some of his music from *The Six Wives of Henry VIII*. After this came an unusually anthological *Cunyo* a 12 by Gabrieli from the Dunwoody Brass Choir which obvious excellence showed in the subtly miscalculated spacing of the pieces, much as Durwin did, extending the life form in strikingly contrasting habitats: the fishy world of the Peruvian trench, the Amazonian jungle, the swamps of the Andes, the mountain regions around the Andes, the African rift valley. The programmes also give the impression of time travel, peering back at life as it was, or might have been.

Technically, conceptually and usually, this is quite the best thing I have seen since the last time I was at the Schools Prom. The programmes are well thought out and give an insight into the separate parts of the whole system.

There is the same happy co-operation between content and camera-work throughout. Snapping along fallen Kauri pine in New Zealand Bellamy explains a point about an evolutionary bridge while the camera angle gives the impression that the fallen tree is a kind of bridge.

Some of the photography is astoundingly beautiful. A time-lapse sequence gives us a view of the tiny tender croziers of a fern growing and unfurling. Sometimes the camera plays tricks. A shot of a sandy desert over which numerous little green ants are tacking, pulls back to reveal that we had been looking at a world in miniature. The soil-bearers were leaf-cutter ants, the green soils, triangular cuts of tropical life.

One criticism: I have a personal dislike of the word "evolution" as it is used, as though it had a personal identity. "Evolution" pointed this way. "Evolution" found it necessary. "Evolution" is a phrase which seems to be an obligatory part of any natural history programme.

Botanic Man is an ambitious project, and it succeeds not just because it is well conceived, written and photographed, but because it is philosophically coherent. The programmes are immensely informative; they teach us a great deal about ideas such as ecology and evolution. More important, the series as a whole leads us towards an understanding and respect for the natural world.

The *Botanic Man* book (published by Hamlyn) which occupies one of the series and expands some points, is dedicated to the Wodani people of the upper Amazon with as much knowledge of plant properties as any botanist, but who use it to live without disrupting natural cycles.

What Bellamy is advocating is that we do not simply grab at knowledge, but that we aim for a proper understanding of the plant world—and with all our technology, recognize our place within the earth's natural systems.

In our leader "What is ETV?" (TES November 24) we incorrectly referred to the "BBC's *Botanic Man*". The series is produced by Thames who will be making it available to schools next year.

Further education

Whole pictures

Exploring Photography (BBC 2 Mondays) will photograph a staple ingredient of television programmes, as they are usually treated as raw material to be processed for the eye of the immediate programme. Photographers—aided by rostrum and out of machine—create moving and "painting over" photographs, cropping them to fit the television frame and cutting between them extremely fast.

Although this is quite defensible in normal practice, it is extremely refreshing for anyone who takes about photography to find a programme that respects individual photographers as objects, allowing them to show their uncropped and larger over them.

That is just one of the creditable features of the further educational series, *Exploring Photography*, and the photographer's role which Campbell ignores. But they are more appropriate to an arts documentary.

Instead, this series exposed the photographer to matters in a particular field, offering technical advice, and even better, inspiration to experiment further. Campbell and his interviewees fired us with dissatisfaction, with their own efforts, but a practical, positive kind of dissatisfaction.

Christopher Giffen, *Botanic Man* Publications, has issued a prospectus by Brian Campbell, *Exploring Photography*, £1.25, to accompany the series.

Radio 4

Power to parents

Gerald Haigh

BBC Radio's eight-week series, *Parent Power*, can be heard on Radio 4 at nine thirty-five on Wednesday mornings. It is presented by Harry Turner and Maureen O'Connor and aims, in the words of the introduction to the first programme, to help parents "... get beyond that feeling of powerlessness".

The topics covered are fearfully familiar—school closures, choice of primary school, choice of second school, teachers of dubious quality, etc. There are times when it seems as if the ground is so thick with earnest middle-class pundits giving advice on these subjects that there can hardly be anyone left in the whole kingdom who is any longer in doubt.

The truth of the matter, though, is that despite all the books and broadcasts, there are still many parents who remain unsure of the most basic principles. Like most primary and middle-class parents, who are constantly visited by parents whose understanding of the system of transfer to secondary school is sketchy, and whose power to influence whatever decisions are made is thereby limited.

The programme is right to assume that the business of primary-secondary transfer looms large among parental worries, and that information about parental rights and possibilities need constant reiteration.

In the same way, *Parent Power* was spot on in choosing for discussion the problem of the apparently incompetent teacher or head. Parents worry about this and there are many schools where heads find themselves agonisingly torn between loyalty to a less than competent colleague and undeniable duty to the children.

My own feeling is that it is at this level that the programme works best and at which there will be most interest. At the "macro" level—a

long interview with Shirley Wilson, a discussion about ILBA policy towards school closures—it seems to be doing little more than dusting off once again the policy statements and responses which have already been well aired in news programmes.

What parents want is some help with the kind of problem that crops up in the immediate world of the local primary or secondary school. The programme's correspondence column is, therefore, one of the most interesting sequences.

A question about parent teacher associations led to a well presented mini-report, which might usefully have been extended at the expense of some of the Shirley Williams interview. Other questions—on parental influence over GCE choice, for instance, and right to knowledge about a child's academic performance—have been pertinent and of general concern.

I suppose the standard instant criticism of the programme will be that given its style, time and place on Radio 4, it will not reach the parents most needing help who will, according to mythology, either be tuned in to Terry Wogan or be preparing for the first big bang.

In an ideal world we would be reaching the mass of parents not so much by national radio as at the level of the local community—particularly via the school itself. And even if there is some truth in the notion that Radio 4 listeners are likely to be middle class and educated, it would be fatuous to suggest that they need no more help or information.

My own experience teaches me that all parents thirst for information about school. If we the parents may miss this programme, then we could tell them about it.

Gerald Haigh is head of Henry Bolde Middle School, Bedfordshire, Warwickshire.

Southern

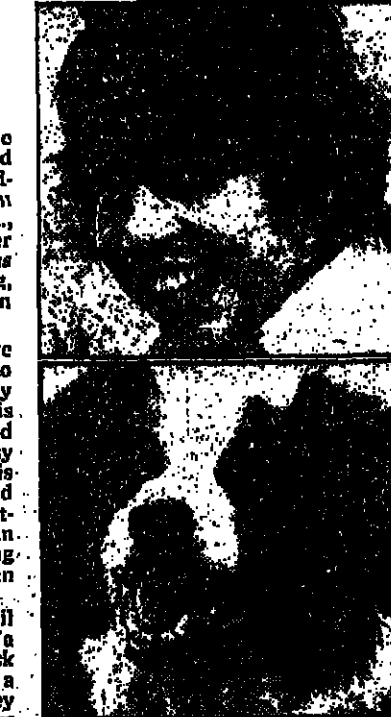
Five rush in

Faint not nor fear, grown-ups, there are still children who are prepared to take risks in the course of the game. They are visible on Sundays at peak time (5.45 p.m., ITV) and they are attracting superb ratings. They are the *Panama Five*: clean, bright, enterprising, courageous, high minded pains in the neck.

Language, clothes and cars have been updated from the 1950s to the 1970s and the morality is straightforward. Bad is bad but good is very good, and always prevails. The villain is easy to spot. His low moral fibre is evident from his deeper suit and white shirt and his yellow waistcoat and brown bow tie. He is an out and out bouncer with a grating voice or a nasty accent. He is mean to Timmy the dog.

Ranged against the forces of evil are the five: Julian, the eldest (born leader), George, a girl, Dick Anne and Timmy, who can sniff a villain at five miles. They have few individual characteristics and think and move in concert, crowding as one man into tunnels or up to keyholes. They are so confident in the face of danger that they rarely back, and their capacity for rapid deduction is breathtaking. "It's Morgan and my father," observes Dick Anne through binoculars in *Five Get Into a Fix*. They must be mixed up in this. It's obvious. There is never a moment to lose.

The crimes which the Five uncover are admittedly bad. Diamond theft, aiding and abetting, escaped convicts, and extracting slugs, minerals under the house in which one has incorporated one's aged mother, could only appear to the ungenerous as scandalous. Through the setbacks one is always comfortably certain that the children will win the day. In the tradition of the British children's television series, the Five are ideal, capable of binoculars.



Two of the Five: George and Timmy.

Television has added little to the *Panama Five*, which has been seen to have reduced what tension there was in the books. The children turn in more or less wooden performances, the adults are made of cardboard, the camera work is unimaginative. What does it matter, this is what gets more than 50 per cent of the viewers in the South East?

It wouldn't matter at all, except that all the issues related to crime are being ducked once again in favour of Baden-Powell simplicity. Children, who watch more complex television crime—*The Sweeney*, *Police*—are aware that moral judgments are not so easy. All children are capable of understanding this, but stuff like *The Panama Five*, and *Straky* and *Uddin*, and all that mainstream game, can only confuse by over-simplification. Frances Farner

Briefings

Radio and tv

EE and general interest

Take Another Look (Saturday, 9.10 BBC1). Night short films featuring unusual aspects of everyday life—this week "Meals with a difference". *Make It Count* (Saturday, 9.35 ITV). Continuing adult education series for people with numeracy problems. *Me! I'm Afraid of Virginia Woolf* (Saturday, 22.15 ITV). A season of six plays by Alan Bennett opens with the humorous portrait of an insecure lecturer in English. *Link* (Sunday, 9.30 ITV). What are people's attitudes to the mentally handicapped? Do professional textbooks sometimes mislead?

What Right Have You Got? (Sunday, 15.30 Radio 4 VHF, Thursday, 23.00). Last programme this term of a course associated with an O-level assessment, based on the rights and responsibilities of the citizen.

For schools

Teaching Young Readers (Sunday, 16.00 BBC4).

A summary for teachers of the advice given on infant and junior reading skills. Next term there will be a follow-up series for middle and secondary schools. *The Reith Lectures* (Sunday 18.30 Radio 3).

This year's lectures by the Rev Dr Edward Norman, dean of Peterborough, Cambridge, continue the theme of "Christianity and the World Order". "Not Peace but a Sword" examines the view that world leaders fight to conserve political liberalism while tolerating departures from religious doctrine, particularly in South Africa. *Romeo and Juliet* (Sunday, 20.10 BBC2).

The beginning of a six-year project in which all Shakespeare's plays will be produced at the rate of about six a year. Cedric Messina's new production is followed by Germaine Greer's personal view of the play. *Look Hero* (Sunday, 23.35 ITV).

The BBC is in serious trouble. Why are audience ratings falling? Is an increase in the licence fee the answer? Are politicians panicking? Amile for her continued assertions of independence. *Scientifically Speaking* (Tuesday, 20.45, Radio 4).

The idea that the explosion of a super-dense ball of matter, signalled the beginning of the universe—the Big Bang theory—has been widely accepted, but it is now being seriously questioned. *Five Roads to Conflict* (Tuesday, line night; BBC1).

The final programme in this series charting the Arab-Israeli dispute considers how far the present situation was inevitable. *The Story of English Furniture* (Wednesday, 19.50; BBC2).

Robert Adam, his concept of designing rooms with architectural features, interior decoration and furniture showing his favoured neo-classic motifs, occupy Arthur Noyes and Hugh Scully. *Ombudsman* (Thursday, 21.35; BBC1).

A profile of the French painter Claude Chabrol, from his work and his life. His life story began at an early age.

Films

The Italian State Tourist Office (ENIT) has a number of films for hire. Among their newer releases are nine that feature distinguished foreign visitors and residents, including Michael Caine on a sightseeing tour of Venice, *The Grand Tour* with Woody Allen, Rod Steiger and Walter Matthau, and Gore Vidal's guide to the Amalfi coast: *The Long, Long Traces*. The films are in colour, run for between 15 and 25 minutes, and cost £2.50 or £3 to hire.

Further information from *Arts Film Library*, 15 Beaconsfield Road, London NW10 2LE.

Art

In a paradise garden

Victoria Neumark

Myth and Ceremony in Islamic Painting. British Museum until January 14.

Imagine you're in one of those ornate Persian boxes, crammed into all the marvels of the Orient—angels and demons, and sensual odalisques in Paradise gardens—and you will have the flavour of the exhibition of Islamic painting now on at the British Museum. Though Islamic culture has traditionally found verbal rather than visual expression, the strictures of Islam have not quenched interest in figurative art. Practically all the examples in the exhibition are in the form of miniature illustrations to texts, but the sensitivity they display is none the less sophisticated and intense, able to delight in the manipulation of the detail in a battle scene or in the chthonic caricatures of a dragon yellow as flame.

Muslim art has mingled with that of the countries Malabar invaded

or contacted, and some unique fusions of style have been produced. Islamic colourism has deluged the Hollandic sciences in twelfth-century star-books and herbals from Baghdad; Mughal miniaturists have appropriated the Gederian style from a South German Sea of Galilee; Italianate figures have found their way to pose at the Ottoman court. European naturalism creeps steadily into the court portraits of Turkey and Persia from the sixteenth century onwards. Chinese Buddhist art has waiting streamers round the waists of angels in Afghanistan. Yet in such a work as "Timur's family tree" from early Mughal India, influences from many lands have been blended without spilling a drop of native feeling.

The central themes of myth and ceremony are the cohesive force. Heroism, historiography and the rituals of kingship are the focal points of the Islamic imagination, and artists in different countries have responded to the same sub-

jects time and again. Shahrab and Rustam rampage through the pages of the Persian Shah Nameh (Book of Kings). Isfandiyar kills his dragon in India. Celebrated sultans enact their rule in hunt or audience, Sufi dances through the desert of central Asia and hermits resist aline in Herat.

Some of the paintings might seem crude to us because of their lack of perspective, their grinning crocodiles and trumpeting elephants among the green rushes, but that remembrance of free-floating figures woven into a landscape like a magic carpet, is finally, too arresting to look at like nursery wallpaper. Perhaps most extraordinary of all is the "Mythological scene of two naked men in a flowery field speckled with human heads". As if it were not strange enough to find heads sprouting in the green, toward, there preside two figures on the sky, one like a man and one golden and shooting out lightning. A real eye-opener on a vision truly foreign, exotic, compelling.

Records

Seventies, twenties

David Blewitt on Weill

The admirable Goethe Institute has organized an exciting multiplicity of activities to help The Seventies meet the Twenties, with concerts, plays, films and lectures scheduled over a three month period ending in December. This seems an appropriate moment to recommend a superb album of three records presenting a group of Weill's compositions from the twenties (DGG 2740 153; £38.95).

Time has not favoured the composer. Biographical and musical knowledge of the man and his music is not readily available, so that Weill's admirers still constitute a smallish band. In the absence of regular performances of his output, there is little they or we would be sympathetic enough to advance his reputation. His wife, Lotte Lenya, has championed his cause unceasingly; there is an interview with her in the accompanying booklet. So, too, has the musicologist/critic David Drew who, it was rumoured in the early 1960s, was writing the definitive book on Weill. There is still no sign of it, and, since Mr Drew apparently has a stronghold on the research material, nobody else is likely to lighten our darkness.

Articles by him later periodicals specialist and otherwise, 1967, at least, has not been translated. The Selected Writings of Kurt Weill, edited by Mr. Drew (1975, Suhrkamp Verlag, Frankfurt).

Four of the works included in the present album have been recorded in the last three years: the *Mahagonny* songs (1972), *Tom Tod* (1972), *Das Berliner Requiem* (1972) and *Pantomime I* (1975) from the one-act opera *Protagonist*, based on George Bernard Shaw's *Pygmalion*. The album is completed by the *Suite for Violin and Wind Orchestra* from *Die Dreigroschenoper* (1928), the *Concerto for Violin and Wind Orchestra* (1924) and the songs and choruses from

Happy End (1929) arranged in a musical sequence for concert performance by David Drew, and including the *Bilbao Song* and the prize item "which retains musically satisfactory incorporation in a suite-like structure".

The set is an outstanding contribution to our knowledge of Weill's music. In the first place, from the CBS recordings of *Die Dreigroschenoper* (78278; £5.49) and the full length *Mahagonny* (77341; £4.49), the album is the only representative survey of the composer's work. The latter is a collection of the Brecht opera texts can now be shown to be but one facet of a profoundly humane and various personality.

The sombre power of *Vom Tod und der Liebe*, the lucid wit and expressive anguish of the *Violin Concerto*, the deeply moving response to the murder of Rosa Luxemburg contained in *Das Berliner Requiem*, all are characteristic of a composer whose cultural genius was neither limited to people nor merely in thrall to Brecht, despite the playwright's hints to that effect.

This group of works, impeccably performed, is a salutary antidote to the amyloid, the vulgar, slumped fictions of neo-art projected by such pieces as *Caligula* and *I am a Camera*. Weill's music was part of a cultural continuum whose impact was incalculable at the time and which is still not fully appreciated today. Thus, all the vocal music as here presented is attributed to the male and female voices the composer had in mind in the original key and with the original orchestration.

Hope Deutsche Grammophon will consider issuing other important works like *Der Silbersee* and *Die Bergschiff*, as also some of Weill's American scores. The latter are disgracefully neglected.

Phase of the choreographer

The Russian Ballet. Part and Present. By Alexander Dornik. A & C Black. £7.95-7.95. 1974.

Despite its elegant looks, including title and numerous photographs, this book by a leading Russian dance critic turns out to be little more than an uninspiring survey of Russian ballet companies, choreographers and dancers today, and yet another dispiriting reminder of Russian isolationism. Half the book is devoted to the Bolshoi; the rest to

brief introductions to some of the many other companies, ranging from Leningrad to the Ukraine and the wilds of Siberia. Many of these, apart from the Kirov, we are never likely to see.

Mr Dornik's unconcealed general thesis is that ballet and dance are alive and well throughout the Soviet Union. The Bolshoi, he says, overlook the Kirov accidentally in the early sixties (when Grigorovich, the present chief choreographer, took over), modern dances are attracting increasing attention and Soviet ballet theatre has new

entered a new phase in its development—the phase of the choreographer. "Ballet," he adds, "is rapidly coming to grips with the present day, with its concerns, problems and conflicts." It falls, however, to give a very clear impression of the modern dance experiments—no clue, for instance, how they compare with work in the West.

One conclusion is a portrait of Yuri Grigorovich about his work, attitudes, and further plans for the Bolshoi. Rosemary Harrell

